TEACHING IN A LANGUAGE OTHER THAN ENGLISH: THE IMMERSION APPROACH

Alberta EDUCATION

Language Services

TEACHING IN A LANGUAGE OTHER THAN ENGLISH: THE IMMERSION APPROACH

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This handbook is a service publication only. The information in this handbook is prescriptive insofar as it duplicates the official statement given in the Program of Studies.

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FOREWORD

In Alberta, there is one Program of Studies which prescribes the objectives and content of the courses approved by the Minister of Education. It also contains the list of prescribed learning resources for these courses. The goals expected of the school are specified in the document entitled "The Goals of Basic Education".

While the majority of pupils in Alberta receive instruction in the English language, legislation permits instruction in languages other than English. School jurisdictions are encouraged to provide such services when there is sufficient demand for them. Regardless of the language of instruction, it is understood that the goals specified in "The Goals of Basic Education" are intended for all pupils in Alberta.

Because of many factors related to language acquisition and language usage in the wider community, the means taken to realize "The Goals of Basic Education" will need adaptation when instruction is given in a language which is not the language of the wider community and often not the dominant language of the child. For the child whose dominant language is English, instruction in another language will need to be based on sound principles of language acquisition as well as on sound pedagogy in general.

The purpose of this handbook is to suggest principles and guidelines for planning, developing, implementing and evaluating instructional programs intended for students learning in a language which is not the one first acquired by those students. These instructional programs are generally known as "Immersion Programs".

More specifically, the handbook is intended to:

1) provide a framework which will give direction to administrators and principals of schools in which full or partial immersion language programs are being planned or have been implemented;

2) provide principals and teachers with professional information on which to base realistic expectations on the language development and scholastic achievement of students in these programs; and

3) provide administrators and principals with basic information on the availability of support services for implementing these programs.

The handbook was prepared to assist the educator deal more effectively with children who are acquiring a new language through instruction in that language. It does not encourage the placement of children who are fluent in the language that is used for instructional purposes with those who have had very little exposure to it. It will, however, provide suggestions for meeting the educational needs of all children who, for one reason or another, may be placed in one classroom regardless of language fluency.

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INTRODUCTION

For a number of years, children across Canada have been learning in languages other than English, either to preserve their native tongue or to acquire fluency in another language. Today, for instance, there are approximately 50,000 children in Canada learning in French, a language which is not their mother tongue. Enrolment in these classes is expected to rise dramatically in the future.[1] Some parents regard education in another one of Canada's official languages as a means for their children of reaping the economic benefits of bilingualism. Other parents regard education in another language as a means of instilling in their children a sense of pride in their heritage. Finally, all parents consider such alternatives as a way for their children to reap the intellectual benefits of bilingualism.[2]

As of 1983, in Alberta alone, there were some 15,000 students [3] receiving instruction in a language other than English (see Appendix A, pp. 73-74). For several years, the Government of Alberta has encouraged learning in Canada's two official languages as well as in other languages such as Ukrainian and German. Classes in which such learning took place were first labelled "bilingual classes". Within the last decade, the term **immersion classes** has been used extensively. However, the approach used in learning through the medium of a language other than English in both these types of classes is similar. In this document, this approach is referred to as the **immersion approach.** Relevant issues will be discussed to provide educators with information on the immersion approach so that it may be used more effectively as a learning alternative in Alberta schools.

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[1] André A. Obadia, "Programme d'immersion: croissance phénoménale et pénible," Canadian Modern Language Review, 37, No. 2 (January 1981), p. 269.

[2] See for example the articles by Casey Baldwin, "Interview with Dr. Wilder Penfield," Maclean's 89, (April 19, 1976), pp. 4-6, and Bruce Bain, "Commentary. A Canadian Educator: Thoughts on Bilingual Education," Journal of Canadian Studies, 10 (1970), p. 57.

[3] This figure encompasses enrolment in French, Ukrainian, German, Hebrew, Chinese and Arabic classes (see Appendix A, p. 73).

The first part of this handbook gives an overview of instruction in languages other than English in Alberta. It also defines and clarifies the meaning of terms that have become blurred through usage. Principles of the immersion approach as well as guidelines for implementing such an approach to learning are outlined in part two. Teachers should find this section useful. Administrators should find part three beneficial in dealing with issues relevant to their responsibilities.

Information included in this publication is supported, wherever possible, by research. This document, however, does not purport to summarize all the research conducted within the last decade on the immersion approach. Articles have been written on this subject and are listed in the bibliography.

Much has been written in the past concerning the expected outcomes of the immersion approach. There is, however, a scarcity of research which supplies information to teachers and administrators on how best to achieve these outcomes and on the variables which affect them. Unfortunately, much of what goes on in the classroom remains undocumented.

Alberta teachers and administrators have for some time expressed a need for guidance in the "how-to" of the immersion approach. This publication focusses on the pedagogical and administrative aspects of learning in a language other than English. Most of the information on the above aspects is the result of several years of classroom observations and teacher interviews conducted by the author in classes across Canada and in Alberta where young Canadians are given the opportunity to become bilingual, and in some cases, even trilingual. This information was weighed against the experiences of coordinators, consultants, school administrators, program developers, university professors and bilingual teachers who comprise the Immersion Handbook Ad Hoc Committee. The author is gratefully indebted to this committee for its cooperation, to Alberta teachers and administrators for graciously accepting to be observed and interviewed, and to the many others who have offered advice and supplied vital information during the writing of this handbook. It is hoped that together yet another step has been taken to improve and enrich the education of Alberta's most important resource, its children.

INSTRUCTION IN LANGUAGES OTHER THAN ENGLISH

HISTORICAL PERSPECTIVE[4]

Instruction in French

Both English and French were used as languages of instruction in the first schools established in the area now known as Alberta. These schools, opened in the 1850's, were then supported and operated under the auspices of Catholic and Protestant churches.

The North West Act of 1875 made provision for government support of education, and in 1880 grants were made available for part of the teachers' salaries. The Board of Education of 1885 was made up of two sections, one Catholic and one Protestant, and it allowed schools considerable flexibility in determining the school program. At that time, French continued to be used as a language of instruction in some schools. In 1892, the Council of Public Instruction, modelled on a single school system with rights guaranteed for separate schools, replaced the earlier Board of Education and abrogated the use of French in the schools of the Northwest Territories. Eventually, permission was given for French-speaking students to study French in their schools for approximately one hour a day.[5] The Council was replaced by a Department of Education in 1901, and when Alberta became a province in 1905 the structure remained virtually unchanged. Since 1892, the use of French in schools where there were French-speaking pupils was, in practice, limited to approximately one hour each day during which grammar, reading, composition and literature were taught, in addition to the other subjects which were offered in English. However, in a

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[4] Parts of the following section are excerpts from a previous Alberta Education document, Bilingual Education: The Alberta Experience (Edmonton, 1973), p. 1.

[5] A more extensive history of French education in Alberta can be found in Gilles Poulin, et al., Atlas des francophones de l'Ouest, (Winnipeg: Armand Bédard, 1979).

few private institutions, such as the Jesuit College, Collège Saint-Jean and Académie Assomption, instruction was frequently given in the French language. During these years, the work of developing programs and selecting teaching materials fell to a few teachers, later organized as l'Association des Educateurs Bilingues de l'Alberta.

Modifications were made to the School Act in the 1950's to permit instruction in French in the early primary grades, but learning resources for French language instruction were not recommended. In the early 1960's, an Ad Hoc Committee of the Curriculum Branch of the Department of Education was formed to prepare a language arts program in the French language designed for French-speaking pupils in the elementary grades.

Changes enacted in the School Act in 1968 and 1970 permitted school authorities in Alberta to offer instruction in French from Grades 1 through 12.

Instruction in Languages Other Than French

Originally, the Legislative Assembly of the Northwest Territories permitted teaching in a language other than English. These regulations, although reinstated in 1916 by the Alberta government, lay unused for several decades.[6]

In 1974, the Minister of Education agreed to the development and implementation of a program at the elementary level in which Ukrainian was to be used as the language of instruction during 50% of each school day. This was a joint effort between Alberta Education, participating school boards and members of the Ukrainian community. In 1976, a Cabinet decision extended this program to the end

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[6] See North West Territories Ordinance 1901, C.29, S.136, and also Revised Statute of Alberta 1912, C.51, S.184. The act which repealed the previous sections regarding use of a language other than French and English in the schools can be found in Statutes of Alberta 1970, C.100, S.12.

of Grade 6. In 1980, the program was again extended to Grade 9 on the understanding that Alberta Education would limit its curricular involvement at the junior high level to the development and implementation of a language arts program.[7] In 1983, approval was received to continue the program into the high school.

Instruction in languages other than English and French is now permitted under Section 159 of the School Act for a maximum of 50% of each school day (see Appendix B, p. 75).

THE IMMERSION APPROACH

"Immersion classes" were initiated in Canada in 1962 at the Toronto French School to offer English-speaking students an opportunity to become functionally proficient in French while maintaining fluency in English. In 1965, English-speaking parents of the South Shore Protestant Regional School Board in St. Lambert, Quebec, requested that similar classes be created for their children.[8] Since then, the number of students in immersion classes has rapidly increased across Canada.

Today, in Alberta, some schools operating under Section 159 of the School Act which use French, Ukrainian, German, Hebrew or Yiddish as the language of instruction, have been modelled on the approach used in the first French immersion classes. In some classes, the majority of students are English-speaking. In other classes, there may be students who are fluent only in the language used for instructional purposes in addition to students who know this language as well as English. In this handbook,

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[7] Phillip Lamoureux, "Language Learning Alternatives in the Schools of Alberta," (March 25, 1981), mimeo.

[8] For a concise explanation of the beginning of immersion classes in Canada, see Wallace Lambert and Richard Tucker, Bilingual Education of Children (Rowley, Mass.: Newbury House Publication, 1972).

the term "Immersion approach" is defined as **the intensive use of a language other than English for instructional purposes for at least half of every school day.**

TYPES OF IMMERSION PROGRAMS

The amount of time during which the immersion approach is used during the school day varies from school to school. In Alberta, a **Total Immersion Program** is one in which the target language is used from 80% to 100% of the entire school day.

On the other hand, a **Partial Immersion Program** is one in which the target language is used for a maximum of 50% of the school day. In such programs, English is taught not only as a subject but also used as a vehicle to teach other subjects.

Immersion programs in Alberta, whether total or partial, may also be described according to the grade in which a student enters the program. A program beginning before school entrance or at the Grade 1 level is called an **Early Immersion Program.** If a program begins in Grade 4, 5 or 6, it is called an **Intermediate Immersion Program.** Programs beginning at the junior high or senior high school levels are called **Late Immersion Programs.**

These terms describe the various types of instructional programs in which the immersion approach is used. They specify the various grade levels when such instruction may begin and the amount of time spent learning in the target language. For example, a program initiated in Grade 7 in which social studies, music, and mathematics are taught in a language other than English up to a maximum of 50% of the school day is known as a **Late Partial Immersion Program.** If a program initiated in Grade 7 offers <u>all</u> instruction in a language other than English, it is called a **Late Total Immersion Program.** Similarly, **Early Total Immersion** and **Early Partial Immersion Programs** are also possible. **Intermediate Partial Immersion Programs** are implemented in a few Alberta schools.

The amount of time during which the immersion approach is used often varies from the entry point to the end of Grade 12. In many cases, an **Early Total Immersion** approach is followed by a **Partial Immersion approach.** Although at the outset a student may receive instruction in the target language for the entire school day, the amount of time may decrease as the student progresses through the grades.

It is important to note that these types of immersion programs aim at different objectives. They do not necessarily result in identical levels of target language proficiency. The entry point and the amount of time spent in the target language are two variables which may affect the development of proficiency and spontaneity in the target language.

THE CULTURAL COMPONENT

According to Giovanni Freddi, a truly bilingual person is also a truly bicultural one. Learning a language involves interpreting reality in a different way. Each language has its own logic and structures. Each language corresponds to a particular vision of reality and is influenced by the history of the people speaking it.[9] Thus, learning a language also involves learning about those people who live "within a larger society and have real or putative ancestry, memories of a shared historical past, and a cultural focus on one or more symbolic elements defined as the epitome of their peoplehood."[10]

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[9] Giovanni Freddi, "Bilinguisme et biculturalisme," Education bilingue et enseignement des langues vivantes (Paris: Centre mondial d'information sur l'éducation bilingue, 1974), pp. 77-78.

[10] R.A. Schermerhorn. Comparative Ethnic Relations: A Framework for Theory and Research (New York: Random House, 1970), p. 12.

In some Alberta schools, instruction in a language other than English is offered to a majority of children whose forefathers spoke the language of instruction. These children themselves may or may not speak the given language. Some may not even understand it. Nevertheless, in these classes more focus is placed on the history, the values and the traditions of the speakers of the target language in order to foster pride of their heritage in these children. A strong cultural component should be integrated in the curricular activities of these schools.

ISSUES OF CONCERN

Parents faced with the option of placing children in an immersion program or educators who consider offering such programs for their school population often express various concerns. These concerns generally deal with three specific issues:

1. the effects of the immersion approach on students' general academic achievement;

2. the suitability of the immersion approach for all learners;

3. the effects of different options on students' competency in the target language as well as in the mother tongue, e.g. total vs. partial.

This section does not claim to summarize all of the research on each issue but it provides several points for consideration based on the pertinent research. Readers wishing to delve more deeply into a specific issue may refer to the documents mentioned in the bibliography on p. 71 or in the footnotes.

Academic Achievement

A decade of research indicates that students taught through the immersion approach generally achieve as well in different subjects such as mathematics, science, and social studies as do students who are taught solely in English. In some cases, however, students in early partial immersion programs did not achieve academically as well as their peers taught in English or those students in early total immersion classes. Cummins offers an explanation for this phenomenon. In early partial immersion classes, students may not master the target language because of inadequate instructional time. This lack of mastery may prevent students from grasping more complex concepts.[11] For example, no Grade 4 mathematics book explains concepts using a level of language suitable to Grade 2 students. Administrators should keep such research results in mind in making decisions about implementing immersion programs. Proficiency in the target language appears to be a crucial factor in students' academic achievement.

Research has also shown that over a period of time, the English language skills of immersion program students are similar and at times superior to those of students in unilingual English classes. These results are usually apparent at the Grade 4 or 5 level. Increasing the amount of time for the teaching of English or in English, as in the case of partial immersion classes, does not seem to improve students' English language skills. Students in total immersion classes who have received less instruction in English seem to achieve as well in the English language as those students in partial immersion classes. Furthermore, both groups seem to achieve equally, and at times better, in the acquisition of English language skills as students who receive instruction in English only.[12]

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[11] See J. Cummins, "The Influence of Bilingualism on Cognitive Growth: A Synthesis of Research Findings and Explanatory Hypotheses," Working Papers on Bilingualism, 9, 1976, pp. 1-43.

[12] For a concise review of the data see M. Swain and S. Lapkin, Bilingual Education in Ontario: A Decade of Research (Toronto: Ontario Institute for Studies in Education, 1981); and F. Genesee, "Scholastic Effects of French Immersion: An Overview After Ten Years," Interchange, 9, No. 4 (1978-79), pp. 20-29.

Suitability of the Immersion Approach for Learning-Disabled Students[13]

A learning-disabled child is one "who has normal intelligence, no primary emotional, motivational or physical problems and yet has difficulty acquiring specific basic skills such as reading, spelling, and oral or written language".[14] In reviewing the research on the suitability of the immersion approach for such students, one finds contradictory opinions.[15] Some contend that teaching a learning disabled student using the immersion approach will compound the student's difficulties. Similarly, others maintain that immersion programs cause problems. These problems and their symptoms disappear when students are transferred to regular English classes.[16] Still others maintain that "immersion education may not be beneficial for those with inadequately developed first language or cognitive skills".[17] However, Dr. Margaret Bruck of the Montreal Children's Hospital Learning Centre, says:

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13 Slow learners and students with low ability should not be confused with learning-disabled students. Although most slow learners and students with low intellectual ability progress at a slower rate, they can participate in immersion programs. It should also be noted that the slower rate of progress sometimes evident in younger students may be related more directly to a lack of maturity than to poor cognitive or intellectual abilities. The language of instruction would not necessarily affect the achievement of this group of students.

14 M. Bruck, "Switching Out of French Immersion," Interchange on Educational Policy, 9, No. 4 (1978-79), p. 86.

15 For differing interpretations of results, see R.S. Trites, "Learning Disabilities in Immersion," Canadian Modern Language Review, 34 (1978), pp. 888-9; and J. Cummins, "Should the Child Who Is Experiencing Difficulties in Early Immersion Be Switched to the Regular English Program? A Reinterpretation of Trites' Data," Canadian Modern Language Review, 36 (1979), pp. 139-143. For a rebuttal also see R.L. Trites, "A Reply to Cummins," Canadian Modern Language Review, 36 (1979), pp. 143-146.

16 R.L. Trites, "Learning Disabilities in Immersion," Canadian Modern Language Review, 34, No. 5 (May 1978), p. 888.

17 Bruck, p. 87.

This argument is based upon data collected in other bilingual education settings (the Finns in Sweden, the French in Manitoba) and has not yet been tested out in an immersion setting or with learning-disabled samples. Furthermore, because the minimal levels of language and cognitive ability required to function in the program are as yet unspecified, the relevance of this hypothesis to children with learning disabilities may be small: many learning-disabled children have highly developed linguistic and cognitive skills. Thus, while the argument is interesting, it awaits confirmation by empirical data.[18]

Those who believe that learning-disabled students should be given an opportunity to learn a second language using the immersion approach also believe that these students would have similar problems in a regular English class. If after two or three years in an immersion program a student is found to have a learning disability, a transfer to a regular English class could aggravate the student's ability to learn. This is more serious when the student has been placed in an early total immersion program since he has not been taught the rudiments of his mother tongue at the same pace as that of his English peers. This may jeopardize the student's opportunity to progress academically at a rate comparable to his new classmates. On this topic, Margaret Bruck states:

The child who is switched in Grades 1, 2 or 3 will enter an English class where the children have already been reading and writing English for one or two years. The French immersion drop-out may have no facility in these skills because his education to this point has been in French. Thus, from the start he may be further behind than he would be where he left in the French Immersion classroom. The child who switches after Grade 3 might find the academic adjustment easier since he has already received some instruction in

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[18] Bruck, p. 87.

English language arts. However, one questions the logic of switching children out of immersion after grade 3 since it is precisely at this point that the curriculum gradually becomes more and more anglicized. Thus the reason for the switch (increased instruction via English) could be realized in immersion.[19]

In summary, the decision to teach a learning-disabled student in an immersion class or to transfer him to a unilingual English class is complex and difficult to resolve. Problems may persist when students are placed in a regular English class.

In cases where improvements in a student's behaviour seem to occur when he is placed in a regular English class, the parent or the educator might be so dedicated to positive change that, initially, success is perceived regardless of the actual circumstances.[20] In other cases, improvement might be the result of attending to a student's needs in a special way. It might not necessarily be due to the fact that the student has been transferred out of an immersion class. When English is the language of instruction, parents are better able to help their child with school work and children are more apt to receive remedial services not yet available to students in immersion programs.[21]

Consequently, there is still insufficient documentation on the suitability of the immersion approach for learning-disabled students. Placing students in or removing them from these programs will remain, for some time to come, a subjective decision parents and educators must make together. Serious thought should be given to the problems of children encountering learning difficulties and **evidence should be found to support answers to the following questions:**

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19 Bruck, p. 88.

20 Bruck, p. 92.

21 Bruck, p. 92.

1. Is there a possibility that the student may benefit from an immersion program?

2. If he needs it, will the student be able to receive remedial help in such a program?

3. How does the school attend to individual differences in students?

4. Will transferring the student to a regular English class increase his difficulties, given the fact that the development of some English language skills may be lacking?

5. Will the student be able to make a sound personal and social adjustment to the new class?

Competence in the Language of Instruction

The degree of proficiency in the target language is clearly related to the number of hours a student is in contact with this language. The following achievement levels, established by the Ontario Ministry of Education in 1977 for the teaching of French to English speakers, may be used as baseline data on which to gauge reasonable expected outcomes:

> *THE BASIC LEVEL, achievable through at least 1,200 hours of French instruction during the student's school career, is considered to mean that the student:*
>
> *a) has a fundamental knowledge of the language--its grammar, pronunciation and idiom, an active vocabulary of 3,000 5,000 words, and about 100 basic sentence patterns;*
>
> *b) can participate in simple conversation;*
>
> *c) can read, with the aid of a dictionary, standard texts on subjects of interest;*

d) *is capable of resuming the study of French in later life if the desire or need arises;*

e) *has developed a basic knowledge and appreciation of the culture and aspirations of French-speaking Canadians.*

THE MIDDLE LEVEL, achievable through at least 2,100 hours of French instruction during the student's school career is considered to mean that the student:

a) *can read newspapers and books of personal interest with occasional help from a dictionary;*

b) *can understand radio and television news, and other programs that are of personal interest;*

c) *can participate adequately in conversation;*

d) *has absorbed information about the culture, society, customs, economy, government and institutions of a French-speaking community;*

e) *could function quite well in a French community after a few month's residence.*

THE TOP LEVEL, achievable through at least 5,000 hours of French instruction during the student's school career, is considered to mean that the student:

a) *can take further education with French as the language of instruction at the college or university level—that is, understand lectures, write papers, and take part in class discussions;*

b) *can accept employment using French as the working language, or live in a French community after a short orientation period;*

c) *can participate easily in conversation;*

d) *understands and appreciates the emotional attitudes and the values held in common by members of a French-speaking community.*[22]

By the end of Grade 6, students in early total immersion programs have received approximately 5,000 hours of instruction in the target language (see Appendix C, p. 76) while students in an early partial immersion program have received approximately 2,500 hours of instruction in the target language. Students in late total immersion are most likely to have received 3,000 hours of instruction in the target language by the end of Grade 12, whereas students studying French as a second language for at least 5 years would only receive 600 hours of instruction.

It is well documented that, all things being equal, children in immersion classes do acquire a superior level of competency in the target language compared to students learning the language only as a subject.

However, the most recent research conducted in Ontario is inconclusive when comparing target language proficiency between students in early and late immersion classes. Key factors in the level of skill development attained by these students may depend on the amount of time they are exposed to the target language at different grade levels and on the milieu in which the school is located.[23] It is generally found, however, that after eight years of instruction in the target language, the early total immersion students are as proficient or nearly as proficient as native speakers in listening and reading the target language but are not quite **native-like** in speaking and writing.[24] Moreover, teachers and consultants have observed that students taught in early total immersion classes speak the language with more spontaneity than those students in late total immersion classes.

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22 Ontario Ministry of Education, Teaching and Learning French as a Second Language (Toronto, 1977), pp. 8-9.

23 Swain and Lapkin, p. 128.

24 Swain and Lapkin, p. 84.

A MEANS TO AN END

In Alberta, there is one Program of Studies which prescribes the objectives and the content of courses approved by the Minister of Education. The "Goals of Schooling" are specified in the document entitled "The Goals of Basic Education". Regardless of the language of instruction, it is understood that these goals are intended for all students. At the end of their schooling, all students will have developed the same basic competencies, i.e. knowledge, skills and attitudes. In addition, students in immersion programs will have developed fluency in two languages.

The concept of teaching another language using the immersion approach is not new. It was well summarized some decades ago by Otto Jespersen:

> *The first condition for good instruction in foreign languages would seem to be to give the pupil as much as possible to do with and in the foreign language; he must be steeped in it, not only get a sprinkling of it now and then; he must be ducked down in it and get to feel as if he were in his own element, so that he may at last disport himself in it as an able swimmer.*[25]

As the teacher goes about his daily routine, he speaks to and with students in a natural way. During the early phases of instruction, gestures and mime are used extensively to assist comprehension. Little by little, this mode of communication is replaced by verbal interaction. The student then begins to acquire this new language as naturally as he did his mother tongue and acquires, at the same time, knowledge, skills and attitudes in all subject areas.

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25 Cited in R. Roy, "Immersion Defined by Strategy," Canadian Modern Language Review, 36, No. 3 (March 1980), p. 404.

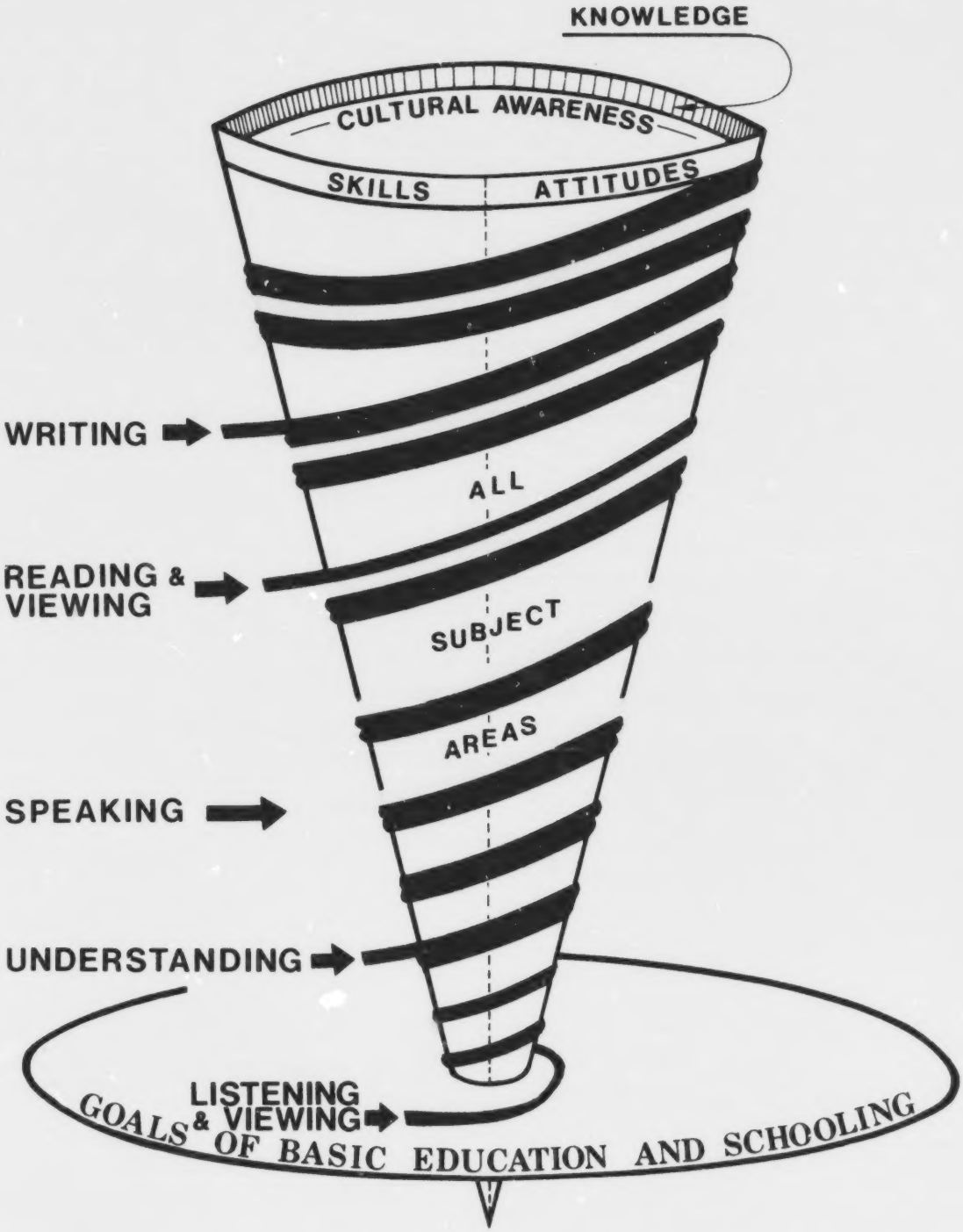

FIGURE 1: THEORETICAL MODEL OF LANGUAGE ACQUISITION AND CULTURAL AWARENESS ACROSS THE CURRICULUM [26]

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[26] The spiral figure in support of the theoretical model was inspired by one designed by the Manitoba Department of Education. See Manitoba Ministry of Education, Immersion Français langue seconde - document provisoire (Winnipeg, 1974), p. 4.

Several years of classroom observations and recent findings in language acquisition and curriculum design can serve to construct a theoretical model of the immersion approach.[27] Figure 1 (p. 17) is used to illustrate the principles and practices related to this model. The cone-shaped figure represents the knowledge, skills and attitudes students normally acquire during schooling. The elliptical base in which the cone is set represents the goals of basic education which underlie the entire Alberta curriculum.

The coloured spherical lines encircling the cone represent the language skills which students are expected to acquire--listening/viewing, understanding, speaking, reading/viewing and writing. As the student develops these skills, he also develops the knowledge, skills and attitudes relevant to each subject.

The inside wall of the cone represents the cultural dimension inherent in different subjects. As students acquire language and concepts, they also learn about "a people's achievements and contributions to civilization in such fields as art, music, literature, architecture, technology, science and philosophy, the way they organize their society, and their behavioural patterns".[28]

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[27] This model reflects recent findings in language acquisition which stress the ability of the learner to acquire the language in as natural a way as possible by being exposed to the language and by using stored input to monitor performance. The reader is referred to the following books and articles to gain a greater insight in the proposed model. See for example, S. Krashen, Second Language Acquisition and Second Language Learning (Oxford: Pergamon Press, 1981); S. Krashen and T. Terrell, The Natural Approach: Language Acquisition in the Classroom (San Francisco: The Alemany Press, 1981); T. Terrell, "The Natural Approach to Language Teaching: An Update" in Modern Language Journal, 66 (Summer 1982), pp. 121-32; I. Taylor, "Acquiring vs. Learning a Second Language" in Canadian Modern Language Review, 34 (1978), pp. 455-472; E. Bialystok, "The Role of Conscious Strategies in Second Language Proficiency" in Canadian Modern Language Review, 35 (1979), pp. 372-94; J.E. McLean and L.K. Snyder-McLean, A Transactional Approach to Early Language Learning (Toronto: Charles E. Merrill, 1978); and J. Yalden, Communicative Language Teaching (Toronto: OISE Press, 1981). For a concrete understanding of the approach see H.H. Stern and M. Swain, "Notes on Language Learning in Bilingual Kindergarten Classes" in Contributions canadiennes à la linguistique appliquée, ed. G. Rondeau (Montréal: CEC, 1973), pp. 177-188.

[28] Alberta Education. Program of Studies for Elementary Schools (Edmonton, 1978), p. 93.

The main difference between the type of learning which takes place in a regular English classroom and that which takes place in an immersion classroom lies in the language used for instruction. Since the langu. ge used in immersion classes is often not a student's dominant language, some students may progress at a slower pace than their English-instructed peers in the acquisition of concepts. According to available research, however, the outcome will be similar for both groups of students.

At all times, the teacher has to consider whether the lack of language mastery and fluency is affecting a student's understanding of various concepts. If so, strategies and methodology for teaching these students may have to be adapted. Thus, the presentation of specific concepts may sometimes contribute to the development of the target language. In other instances, however, language proficiency will be necessary prior to concept formation. Also, information should not be presented verbatim to students with the expectation that they will grasp it as intended. Such a presentation of information may be difficult for students, especially in the initial phases and it is not recommended as a teaching technique. Allowing students to learn by doing and allowing them to utilize as many of their senses as possible are techniques teachers are encouraged to use. In so doing, difficulties which may arise in the acquisition of concepts might be lessened.

LANGUAGE ACQUISITION USING THE IMMERSION APPROACH

Students in immersion classes learn the target language both formally and incidentally. After acquiring limited fluency through incidental activities, they progress to a more formal study of language. The target language is not solely taught as a subject but it is also used to teach other subjects and to communicate in varied, informal and impromptu situations.

The process by which students learn the target language in immersion classes is similar to the way they learned their mother tongue at home. At first, adults furnish the needed auditory stimuli by labelling the actions which take place with their children **(Daddy will give you a cookie. Here, take the cookie, etc.).** Many hours of continuous auditory stimuli on the part of adults results in the child's association of words, actions and concepts. If the child is given a cookie to eat every time he hears "Daddy will give you a cookie", he begins to realize that certain sounds are associated with specific objects or activities and at times with the satisfaction of needs. Continuous feedback **(Do you want a cookie? A cookie?)** is needed before the child is able to verbalize his desires. The child's first attempt at expressing himself **("baadaa")** may be haphazard. At this stage, adults are little concerned with the child's correct pronunciation or with his deviation from normal speech. Through continuous verbal and nonverbal feedback, they correctly model or approve the child's verbal behavior. The child soon learns to repeat and imitate acceptable patterns of speech.

The adult's task in helping children acquire language is to listen, to observe and to verify what information the child possesses and understands. With that knowledge, the adult consciously adapts his speech to that of the child. It is up to the adult to give the appropriate linguistic stimuli to encourage the child to improve his language.

The methodology underlying the immersion approach is similar to that explained in the preceeding paragraphs. Students progress through similar stages according to a planned program of language acquisition which reflects the objectives and the content identified in the Program of Studies. The teacher, however, must take advantage of all occasions where language development can occur effectively.

The role of language in immersion classes is to communicate ideas. Rote-memorization of words and sentence structures should be discouraged. Comprehension or understanding precedes expression, as is shown in Figure 1 (p. 17). The interval between the time a student hears a new word or structure spoken by the

teacher and the time he is able to say it correctly and **spontaneously** is relatively long. Some would even suggest that it takes from two to seven months.[29]

Linguistic structures can be taught incidentally by the teacher while teaching about plants, animals, seasons or mathematical operations. Such structures are rarely planned for mastery in a specific sequence. For example, the equivalent of the linguistic structure **"more ... than"** can be used on numerous occasions during the school day and in most cases does not have to be drilled.

> *Are there MORE leaves on a given plant THAN on another? Were there MORE birds THAN animals in the zoo visited yesterday? Is there MORE daylight in summer THAN in winter? Are there MORE pencils in one stack THAN in another?*

In immersion classes, the target language is used as a tool for conceptualization as well as a tool for communicating ideas. In early immersion classes, students acquire linguistic competency in the target language as they develop cognitive skills. In late immersion, or in second language classes, students' cognitive skills have been developed, for the most part, in their mother tongue. Linguistic competency in the target language trails behind.

Because teachers in early immersion classes rarely translate into the child's mother tongue, the child acquires two distinct labels for one concept. Hence, notebook can be at once "scribbler" or "cahier", "scribbler" or " зошит ", "scribbler" or "Notizbuch". An individual who learns another language at a later age will already have associated a specific concept with the word "scribbler". Thus, "Notizbuch", "cahier" or " зошит " would be merely translations of "scribbler".

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29 A. Delaunay, "Qu'est-ce que la méthode naturelle?" (Bordeaux, France, n.d.), p. 3, mimeo.

Developing and enriching the students' oral expression is extremely important in immersion classes and it should precede the development of the written communication skills. The students should have many opportunities to listen to the target language as spoken by the teacher before they are expected to comprehend it. They should be provided with many opportunities to listen and to understand before speaking. They should also have many opportunities to speak before reading and writing. The diagram in Figure 1 (p. 17) illustrates the cyclical nature of language acquisition inherent in the immersion approach. As students acquire the knowledge, skills and attitudes in different subjects, the communication skills are simultaneously developed and progressively reinforced. The formal study of grammar begins only after the student has had sufficient experience in listening, comprehending and speaking the language.

CRITICAL THINKING SKILLS IN IMMERSION CLASSES

Students observing activities occurring about them attempt to comprehend the auditory stimuli provided by the teacher, other persons in the classroom, records, tapes or films. In so doing, they are using critical thinking skills. The students question discrepancies: **"Are the auditory stimuli during this activity the same or different from those heard during previous activities?"** The students evaluate whether the auditory stimuli have a certain meaning - **"Every time I hear** "Va te laver les mains", **the teacher makes me wash my hands; therefore, ...".** The students formulate hypotheses according to what they perceive to have understood and they verify these hypotheses. The students infer and generalize meaning by analyzing auditory information provided by speakers of the target language: „Добрий день! Як ся маєте? Як справи?" are all greetings. By using language structures they consider appropriate for certain situations such as "Comment allez-vous? Ça va", for greeting but not "Au revoir! A bientôt", they assess the appropriateness of these structures through the verbal or non-verbal feedback which the speaker provides them. In learning to communicate in the target language, the children's critical thinking skills are enhanced.

THE ACTIVE LISTENER

The blue line in Figure 1 (p. 17) shows that throughout their schooling, but to an even greater extent during the first few years, students in an immersion class are mainly active listeners. They listen, they observe the teacher's gestures, they associate words either with objects or ideas and they slowly grasp the meaning of what is said. The greater the significance of classroom activities, the more easily will students grasp the meaning of what is said about the activities. **It is important that teachers talk about significant experiences and that they enrich lessons with hands-on activities, especially for students in the primary grades.**

Classroom activities for students in the primary grades should contribute to the total development of each student and facilitate the acquisition of simple rather than complex linguistic structures. Initially, the students' active listening and limited physical participation during these activities will serve as the foundation of language acquisition.[30] There may be a period of a few months to a year before the student begins to participate spontaneously in conversation. Often, this long period may be discouraging to first grade teachers. Once the student begins to participate actively in conversations, however, he does not cease to be an active listener. In fact, an adequate mastery of the target language is very much dependent on this behavioral dimension.

THE ACTIVE LISTENER AND THE NOVICE SPEAKER

The red line in Figure 1 (p. 17) illustrates that, during the understanding stage, the student remains motivated by interesting learning experiences and is attentive to what is stated and repeated during the school day. At times, like the infant learning

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30 A. Delaunay, pp. 13-14.

his first language, the student verifies orally his hypotheses about the target language. These hypotheses are often formulated during the listening stage. The student proceeds by trial and error, relying on the teacher or others for feedback as a guide in acquiring a new mode of communication. Often, a few words from the mother tongue are used with the target language and some elements of basic pronunciation and grammar may be faulty. Nevertheless, **it is important that the student be given enough opportunities to say what he wishes to communicate. Teachers should provide the motivation to do so. The more a student is motivated to speak, the more his attempts will be fruitful.**[31] Improper usage or pronunciation can be corrected at a time when spontaneity will not be hindered. If the student is not understood when speaking, communication will fail. In such cases, the lack of response will provide the feedback to indicate to the student that he must try again.

It is not realistic to expect that each child will always understand every word spoken by the teacher. However, in order for the child to progress in acquiring the target language, the number of words he knows must be greater than the amount he does not understand. It is necessary that most of what is said in the classroom should be understood by every student. The emphasis should be on the students' need to understand and to express themselves meaningfully. Therefore, during any classroom activities, teachers should facilitate the mastery of a minimal number of words and a limited number of linguistic structures.

THE ACTIVE LISTENER AND THE SPONTANEOUS SPEAKER

The yellow line in Figure 1 (p. 17) indicates that, once the child is able to speak spontaneously, the simple structures used during the previous stage will be enriched

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31 See J. MacNamara, "Cognitive Strategies of Language Learning" in Bilingualism in Early Childhood, ed. W. Mackey (Rowley, Massachusetts; Newbury House, 1977), p. 21.

and expanded upon. New linguistic structures will be used even more spontaneously in normal daily conversation with teachers and peers. **Teachers should consider vocabulary and syntactical structures to be mastered only when these are used spontaneously by the student.** As indicated earlier, the time lapse for the development of mastery may be from several weeks to several months, depending on how frequently the vocabulary and structures are heard and used by the student. The teacher should continue at this stage to provide the proper speech models to correct the student's improper usage. At times, brief oral drill sessions in the target language may be conducted to correct the most frequent structures incorrectly spoken by students. Students should first, however, have had many opportunities to listen to and to use these structures through interesting activities. These drills should not be used to introduce new structures. **Students should become intelligent speakers and not simply "parroting robots".**

When teaching concepts in social studies, science, mathematics and other subjects, the teacher should gradually and methodically introduce more complex speech structures, keeping in mind that the simplest structures might not be so simple for the student who is learning a new language. The continuous and spontaneous use of speech elements will allow the student to acquire a firm foundation in oral language. Teachers are often tempted to present the difficulties of different linguistic elements before the student has had an opportunity to master the basic elements of the oral language. Thus, difficult grammatical and spelling notions should follow the students mastery of the oral language.

ORAL FEEDBACK AND LANGUAGE ACQUISITION

The usefulness and importance of adult oral feedback in a child's first language acquisition and development has been well documented.[32] This kind of feedback is

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[32] See for example Gertrude Wyatt, La relation mère-enfant et l'acquisition du langage (Brussels: Mardaga, 1969).

just as important in acquiring another language and its use in immersion classes is of prime importance. It allows the speaker of the target language to give the student an acceptable linguistic model. At the same time, it provides the student with a stimulus to enrich and improve his oral competence.[33] Students have been observed to re-phrase their statements after realizing that their statement did not match the model of the target language speaker. This corrective feedback can occur in several ways.

Echoing

The speaker can repeat what the student says. The student can then compare the two statements and judge the correctness of his expression. This is called *echoing*.

Echoing allows teachers to substitute a correct linguistic structure or word for an incorrect one spoken by the student or to offer the student another way of saying the same thing. It also permits teachers to reinforce a student's correct expression when the student is unsure if what he said is right. Echoing can be used to assist in correcting difficulties in pronunciation.

Student: Ich komme aus Deutschland. /lænd/

Teacher: Ja, ich auch. Ich komme aus Deutschland. /lant/

Echoing can also be used to correct variations in number, gender, conjugation and other linguistic difficulties:

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33 N. Girard and C. Simard, Le feedback dans la communication orale (Montréal: Les Éditions France-Québec, 1980).

Student: Чи можна йти до кляса?

Teacher: Так, можна йти до кляси.

Echoing can be used to correct improperly-structured sentences or anglicized structures:

Student: C'est Sylvie's grand-mère.

Teacher: C'est vrai. C'est la grand-mère de Sylvie.

Finally, echoing can provide the words that the student does not know:

Student: Моя книжка є в cloakroom.

Teacher: О, твоя книжка у роздягальні?

Student: Son tire était busté. (underlined words are pronounced in English)

Teacher: Oh! quel dommage! Son pneu était crevé.

Extending

The adult speaker can also question the student on what was said correctly, so as to force the latter to use linguistic structures which he might know but is not sure how to use. This is called **extending.**

By asking appropriate questions, the teacher encourages the student to expand his statements and to express his thought in more detail. The teacher who knows the extent of the child's passive vocabulary encourages him to converse so that this passive vocabulary can become active.

Student: J'ai vu un garçon. Il dormait.

Teacher: Tu as vu un garçon qui dormait? Où l'as-tu vu?

Echoing and Extending

The adult speaker, who repeats what the student has said and at the same time questions him, provides a feedback which corrects improper usage and stimulates the student to enrich his language. This is called **echoing and extending.**

Echoing and extending can be used by the teacher to correct the student and to enrourage him in his efforts to express himself more meaningfully.

Student: Il fait ça (student gestures) à moi et moi courir après il.
Teacher: Il te frappe et toi, tu cours après lui. (Echoing)
Est-ce que tu l'attrapes? (Extending)

Student: Gestern ich ging ins Kino mit mein Freund.

Teacher: So, wirklich? Gestern gingst Du mit deinem Freund ins Kino. (Echoing)
Was wurde gespielt? (Extending)

READING IN IMMERSION CLASSES

Once the students have acquired a basic oral competency in the target language, they will be better equipped to learn its written form. Once students have been introduced to reading and writing, there is no reason to reduce the number of

oral activities. During a regular school day, especially when the child begins to learn the language, the percentage of time spent in developing oral expression through the various subjects should exceed the percentage of time spent completing written assignments. Reading, a major component of the curriculum, should be based largely on oral expression. A LANGUAGE-EXPERIENCE APPROACH in learning to read is strongly recommended for students who must grasp the meaning of the written symbol. Basically, this approach uses students' conversations about their own experiences or about topics familiar to them in order to develop reading materials. As students acquire and enrich their reading vocabulary, they are able to develop decoding skills and word recognition skills which help them to read less familiar material. Teachers should choose reading materials or texts with this idea in mind and they should be aware of other research findings in reading to be able to support their choices. They should also choose texts that:

- are interesting and linguistically adapted to the level of the student's abilities;
- in the early stages, at least, consist of vocabulary and structures which are already part of the student's oral vocabulary;
- consist of language elements which can be used by the students in speaking;
- consist of normal speech patterns;
- contain stories which are of high interest;
- have content to help the students understand the rudiments of the target language (e.g. word placement within a sentence);
- have vocabulary and structures sequenced according to the student's oral vocabulary (the latter should far surpass the former).

Listening and speaking, as is shown by the blue and yellow lines in Figure 1 (p. 17), should precede the introduction to reading (green line) and all reading activities. This procedure allows students to become familiar with new words in the selected texts and to anticipate meaning. If the text contains "an insufficient

number of familiar concepts and contexts to permit sensible anticipation and testing of linguistic and semantic elements, (the reader) reverts to a word-by-word decoding process which contributes neither to the development of global reading comprehension, enjoyment of the text, nor to the encouragement of continued reading in the foreign language".[34]

Listening, speaking and reading should accompany lessons in all subject areas. In the upper grades, children should have the opportunity to read texts that are informative, texts that give directions to accomplish a project, and texts having a more literary value. Because learning resources in the subject areas are often not linguistically adapted to children learning in immersion classes, helping the student make the transition from **learning to read** to **reading to learn** is a somewhat challenging task. At times, texts have to be adapted to suit the students' level of comprehension. It has been found that texts are more suitable for these learners when there is no more than one unfamiliar word in thirty-five.[35] One unfamiliar word in fifteen of text is acceptable providing the material is low in syntactical complexity.[36]

To facilitate reading in content areas, teachers may find the following guidelines useful:

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[34] Renate Schulz, "Literature and Readability: Bridging Gap in Foreign Language Reading," English Teaching Forum, XX No. 4 (October 1982), p. 10.

[35] George A.C. Scherer et al., "Reading for Meaning," Language Learning: The Intermediate Phase, Ed. William F. Bottiglia (Middlebury, Vt.: Northeast Conference, 1963), pp. 22-60.

[36] Freda M. Holley, "A Study of Vocabulary Learning in Context: The Effect of New-Word Density in German Reading Materials," Foreign Language Annals, 6 (1973), pp. 339-47.

APPROXIMATELY ONE WEEK BEFORE STUDENTS WILL READ A TEXT:

1. *Make a list of the unfamiliar words and expressions included in the reading passage.*
2. *Decide which of these words or expressions are more frequently used by speakers of the language and which are more technical and less frequently used.*
3. *Either talk to students about the topic of the reading passage, ask them questions to elicit responses, or provide hands-on group activities in the form of observations, experiments, field trips, model-building, etc.*
4. *During these activities, supply the unfamiliar words which will be found in the reading passage in one of the following ways:*
   - *supply them as synonyms or antonyms of words students already know,*
   - *use objects or pictures to supply the word*

   or, as a last resort,
   - *supply the new word outright.*

   In developing vocabulary, as much as possible try to proceed from:
   - *the known to the unknown*
   - *the simple to the more complex*
   - *the familiar to the unfamiliar in developing vocabulary.*

   Emphasize frequently used words to develop an active oral and reading vocabulary and spend less time on words which need only be part of students' passive (reading) vocabulary.
5. *When appropriate, use as many new words and expressions as possible during other classroom activities. Elicit them from students also.*

ONE OR TWO DAYS PRECEDING READING OF THE TEXT:

1. *Once again elicit from students the new words or expressions. This can be done by speaking about projects undertaken, the topic at hand or by simple questioning.*
2. *Have students decide how these words are spelled by using word skills already acquired. Afterwards, make a list of these words and expressions on the board. Have students copy these words or expressions in a vocabulary notebook.*
3. *While one group of students copies the words and expressions written on the board into vocabulary notebooks, help the other group compare the new words with familiar words by classifying them according to letter configurations, meaning, or construction.*

IMMEDIATELY PRECEDING READING OF THE TEXT:

1. *Ask questions on the topic to elicit orally the new words and to have students anticipate the meaning of the passage to be read.*
2. *Have students read the passage silently.*

FOLLOWING THE READING OF THE TEXT:

1. *Ask comprehension questions of one group of students while another writes a report on the experiment, field trip, etc., associated with the reading passage. Then ask questions of the second group while the first group completes this written assignement.*

2. *Make students responsible for the correct spelling of all or certain words which they copied into their vocabulary*

notebooks. Encourage their frequent use in other writing activities.

SUBSEQUENTLY:

1. *Encourage students to use these new words so they may become part of their active vocabulary.*

WRITING IN IMMERSION CLASSES

Writing correctly and meaningfully in any language not only entails practice in handwriting, it also requires knowledge of the written grammar. Students must know:

- how words are spelled;
- how spelling may change in relation to other words in different sentences;
- how spelling may change according to meaning;
- how words are organized into meaningful sentences;
- how sentences and paragraphs are organized into meaningful stories, reports, or essays.

All the above touch upon some aspect of the grammar and syntax of a language.

Traditionally, grammar rules were mainly taught through rote memorization and the completion of repeated exercises and assignments. It is questionable whether these rules were mastered through these activities. The understanding of grammar rules through the study of meaningful passages rather than through repetitious work allows the student to correct oral or written language.

Research findings in modern linguistics suggest that a given language may have an **oral grammar** that differs considerably from its **written grammar.** Teaching a student the rudiments of the written grammar before he has demonstrated adequate mastery of the oral grammar will not facilitate learning the language. However, knowing the oral grammar facilitates and simplifies rule learning because the student will be able to generalize from what he already knows.

Students for whom the target language is not the dominant one cannot be expected to acquire in a relatively short time what has taken a native speaker many years to master. Similarly, students for whom the target language is more dominant but who live in an English environment cannot be expected to master the language of the home as quickly as a student living in Québec or in Ukraine.

The teacher who integrates the teaching of grammatical concepts and the teaching of writing skills in the context of social studies, science or mathematics can better help the child utilize these concepts in meaningful situations. By writing reports in science and social studies, by preparing book reviews, by writing letters, stories and essays based on subject themes, the student assisted by the teacher and with appropriate aids will comprehend those grammatical concepts required to communicate effectively. Only on rare occasions at the elementary level should it be necessary for the student to learn specific terminology such as direct object, dative cases and predicate adjective. Correct usage rather than correct labelling is more useful to the student who wants to communicate effectively. Worksheets should be used selectively. It is suggested that they serve better to evaluate than to teach writing.

In summary, the formal study of the written language should begin only after the students have had sufficient experience in listening, speaking, and reading. This idea is illustrated by the black line encircling the conic shape in Figure 1 (p. 17). The following suggestions may be useful to teachers for assisting students to improve their writing skills.

WHEN STUDENTS WRITE A REPORT OF AN EXPERIMENT, AN EXCURSION, OR A PROJECT:

1. *Have the students write a first draft. Encourage them to use word construction skills already acquired, to write words they have heard but have not yet seen in written form. Encourage students to use words or expressions used in their readings. (Students should not write on any topic without first having talked about it and heard words related to it.)*
2. *Correct students' work. In the beginning, errors in punctuation and sentence construction should be corrected by the teacher. Later, symbols may be used to indicate errors. At that time, students should be responsible for editing the sentences in correct form. If familiar words already grouped in vocabulary notebooks under key words (see preceding suggestions for reading) are misspelled, they can be indicated and the key word supplied in margin. For example (chien) may be the key word for all words requiring the grapheme ch in French (chemin) or warten the key word for those German words requiring the grapheme t (garten). Unfamiliar words which students have heard but do not know how to write correctly may be written in their entirety by the teacher and then highlighted. Students should write these words in their notebooks and be held responsible for correctly spelling them after a few weeks.*
3. *The corrected assignments are returned. The students look over the corrections and do the necessary work: correct, copy new words in vocabulary notebooks, etc.*
4. *The students recopy their work in composition notebooks which should be error-free because they will serve as a means for students to measure their own progress. At times, other students may also be given the opportunity to read them.*

5. *Every month, teachers can look through the scribblers, make a list of errors frequently made by the students and plan a FORMAL lesson on a given grammatical point (providing that this aspect of grammar can be easily understood by the group).*
6. *Students should be held responsible in future written work for correctly writing those words circled previously (see #2 above). In this way, each student builds on his written vocabulary development at a faster pace.*

PLANNING APPROPRIATE LEARNING ACTIVITIES

As mentioned previously, progress in understanding, speaking, reading and writing the target language depends on the effective use of that language by the learner in actual classroom situations. Putting sounds and words together one after the other is not necessarily speaking the language even if it creates the illusion of speech.[37] Neither can "barking at print" be mistaken for understanding what one reads in the target language. Given the amount of time allocated to the teaching of the language arts, it is almost impossible for students to master the target language unless it also becomes the focal point of the daily curriculum. The student needs to use the new language with peers and with the teacher in daily activities and while learning other subjects. Listed in Table One are examples of activities that can be planned to integrate language learning with, among other subjects, social studies and science. Table Two shows an approximate percentage of time that can be spent enriching the four language skills while studying topics in each subject.

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[37] Yves Bouchereau, Communication: Enseignement des langues aux adultes (Montréal: Marcel Didier, 1978), p. 29.

TABLE ONE

EXAMPLES OF ACTIVITIES IN SUBJECT AREAS WHICH HELP DEVELOP LANGUAGE ARTS SKILLS

LANGUAGE ARTS SKILL DEVELOPMENT	SOCIAL STUDIES	SCIENCE
Listening	Learn new vocabulary words and sentence structures by hearing the teacher use these when showing a group (or the class) pictures, slides, objects, while on field trip or while observing an experiment, etc.	
Speaking	Use the new vocabulary orally while building a papier mache model of the province of Alberta or retelling to the class the outcome of an experiment.	
Reading	*Read a given text:*	
	. to find the largest cities in Alberta	. to list all the necessary equipment in order to conduct an experiment
	. to locate specific areas on a map, etc.	. to discover what should normally happen during the experiment, etc.
Writing		
Grammar	*From a written text:* . choose a sentence and change to negative or passive voice. . write the plural of other sentences. . try to fuse two chosen sentences into one and check for correct punctuation.	Write a report on an attempted experiment. Write <u>all familiar</u> words correctly. Write and check spelling of new words against a list supplied by the teacher. (The teacher corrects only those objectives stressed above.)
Spelling	From a given text, choose words which have the same letter configurations as other words already classified in an appropriate copybook and add them to the list. Observe the difference or similarities in spelling. Read as many of the words in the list as possible. Time oneself.	

TABLE TWO

SUGGESTIONS OF ACTIVITIES TO INTEGRATE LANGUAGE ARTS SKILLS AND SUBJECT CONTENT WITH APPROXIMATE WEEKLY TIME ALLOCATIONS FOR GRADES 3-6

Language Arts (450 min.)	Science (100 min.)	Social Studies (150 min.)	Mathematics (200 min.)	Fine Arts (150 min.)	Health and Physical Education (150 min.)
LISTENING ... OR VIEWING ... (195 min.)	. to the teacher's explanations of experiments . to films and slide/ tape presentations . to new vocabulary and structures (20 min.)	. to slide/tape presentations . to teachers presentation of topics . to new vocabulary and structures (20. min.)	. to directions . to brief explanations . to new vocabulary and structures (40 min.)	. to teachers comments on a given topic . to sounds, pitches (35 min.)	. to directions . to new vocabulary and structures (80 min.)
SPEAKING ... (310 min.)	. to discuss scientific principles . to share hypotheses . to verbalize hands-on activities . to present oral assignments . to use new vocabulary and structures (35 min.)	. to discuss a given topic . to hypothese orally on text book illustrations . to present oral assignments . to use new vocabulary and structures (60 min.)	. to verbalize the mathematical notion while doing hands-on activities . to explain work to other classmates . to use new vocabulary and structures (100 min.)	. to discuss given topics . to learn the words of a song . to use new vocabulary and structures (80 min.)	. to discuss a given topic . to verbalize actions (35 min.)
READING ... OR VIEWING ... (140 min.)	. books on similar topics . directions for experiments . all or parts of textbook material (20 min.)	. other books or articles on the topic . textbook material (30 min.)	. directions . problems to be solved (50 min.)	. books on same topic . words of songs . filmstrips (20 min.)	. textbook material (20 min.)
WRITING ... (105 min.) Total 750 min. Grand Total 1200 min.	. assignments . reports of experiments . factual, researched information (25 min.)	. assignments . reports . essays on topic . notes . letters to get information (40 min.)	. problems for classmates to solve (10 min.)	. notes (15 min.)	. notes . letters to get information about a sport event (15 min.)

Table Two suggests types of activities relative to each subject area (top row) that can be undertaken while developing or enriching the four language arts skills (left-hand column). Under each subject, minimum weekly time allocations for Grades 3 to 6 have been included in parentheses. In each box containing examples of activities, **approximate** times in minutes spent in developing any one of the skills are also suggested. Approximately 1,200 minutes can be spent each week enriching the language arts skills. This is 900 minutes more than the 300 required for Grades 3 to 6.

Essential to any language arts program is its focus on communication: listening, speaking, reading, writing and viewing. Schools offering instruction according to Section 159 of the School Act thus offer one language arts program, but one that is made up of two languages. Such a program offering provides both teachers and students with opportunities to transfer many skills and concepts acquired in one language to another. This pedagogical dimension should be considered by administrators and teachers in planning the time and strategies required to attain the objectives identified for the English and French language arts programs.

GROUPING FOR LEARNING

Laurence Lentin[38] has documented through her research the benefits of small group language instruction for enriching the students' oral language development. The closer the students are to the teacher, the more they will be stimulated to communicate. Teachers should take advantage of those times when students are busy in activities, whether as a group or as individuals, to introduce new language structures or to reinforce those previously learned. Intensive language lessons may be

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38 L. Lentin, Apprendre à parler à l'enfant de moins de 6 ans. Tome 1 (Paris: OCDL, 1977).

carried on with small groups of five or six students through discussion of passages read to them or of pictures. They can share experiences with one another. Also, short oral drill sessions may be used to eliminate incorrect language usage. Thus, a variety of language experiences is possible in group sessions.

It is important that every student in the classroom use the language daily in communicative activities for maximum amounts of time. In a teacher-centered classroom, where whole-class instruction is desirable, those students near the teacher frequently speak more. Those sitting further back are often onlookers only, repeating in unison when requested.

Students have different learning styles. However, all may be helped if the teacher plans a variety of activities to accommodate their specific needs. Classroom organization is important. It has been well documented[39] that environmental elements such as sound, light, temperature and classroom design along with emotional elements such as motivation, persistence, and responsibility, can affect the academic achievement of most students. Some students learn better through sight, others through tactual sense, some through kinesthetic sense, and others through a combination of the senses. This knowledge about learning should help teachers plan for a variety of activities.

SCHOOL OR COMMUNITY ACTIVITIES TO ENRICH LANGUAGE LEARNING

The time in which a student hears and speaks the target language is minimal in comparison to the time he uses the language of the milieu. Teachers are encouraged to use non-curricular activities to supplement the students' exposure to the target language. Certain activities will help the student improve his listening skills. He can

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39 See for example the study conducted by R. Dunn and K. Dunn, Teaching Students Through Their Individual Learning Styles: A Practical Approach (Reston, Virginia: Reston Publishing Co., 1978).

also participate in activities conducted in the target language. This enables him to learn more about the cu ture associated with the language. Teachers should investigate whether any of the following types of activities are available within the community and provided in the target language:

- field trips to historical villages, museums, buildings and places
- children's drama groups
- choirs
- dance groups
- Scouts and Guides
- exchange programs between schools

THE LATE IMMERSION APPROACH

Very little research exists about learning as it occurs in late immersion classes. The findings are inconsistent and appear to be related to the subject studied and to the amount of core French language instruction the students had before entering such classes. Poorer performance in some subject areas has been noted when the knowledge of French was limited.[40] It has also been suggested that such deficiencies occur because "second language skills are not sufficient to cope completely with the complex subject matter being taught"[41] in the target language.

Students entering late immersion classes have acquired more concepts in different subject areas than students entering in Grade 1. For this reason, the teaching style used differs somewhat from that used in early immersion classes. Older students progress faster in their acquisition of the language. Consequently, the pace of learning for them is to some extent accelerated. Teachers can utilize the oral and written aspects of the target language to help these students use it meaningfully.

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[40] Swain and Lapkin, pp. 105-106.

[41] Swain and Lapkin, p. 106.

Students who have been reading in the mother tongue throughout the primary grades will continue to use the appropriate reading skills in learning the new language. It is nevertheless imperative that much oral expression precede and accompany all reading and writing activities. Teachers who place more emphasis on the written aspect may do so to the detriment of the oral language. Many "opportunities to hear and use the second language in creative ways and in context-rich topics"[42] are to be encouraged. Hands-on activities and an integrated approach with different subjects are as beneficial to older students as to younger ones.

If the school is departmentalized, teachers of language arts and those in different subject areas should plan cooperatively since all instructors also teach the target language. A concerted effort is thus required.

Although some test scores demonstrate that students who have completed two years in late immersion classes achieve at the same level as students who have spent eight years, observations by specialists and teachers have shown that early immersion students are more spontaneous in their speech. Students in early immersion also seem to have a better feeling for their new method of communication. Although the comprehension level of late immersion students is high, there is a tendency for these students to be more cautious and hesitant in their speech. They also tend to utilize English structures to a greater extent when speaking the target language. Early immersion students start with a child's command of the target language which allows them to talk about childhood experiences and gradually progress to an adult's expertise, enriching their vocabulary year by year. On the other hand, the late immersion students would normally not have a command of vocabulary related to childhood activities such as nursery rhymes, games and going to the zoo. In general, late immersion students would lack the vocabulary associated with concepts not taught in the upper grades, although they would perhaps become just as efficient adult speakers of the target language.

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[42] Swain and Lapkin, p. 107.

IMPLEMENTING AN IMMERSION PROGRAM

ESTABLISHING A NEED

A school board decision to implement immersion programs is usually prompted by interested parent groups and/or other committed persons. In some cases, however, the idea to provide an immersion program may stem from an education administrator or interested school board member.

Before the administration of a school board decides to implement such a program, a needs assessment is usually done. If the initiative comes from a group other than the board or its administration, the assessment is usually conducted prior to making a request of the board. The interested parties submit the results of this survey when presenting their request to school board officials. A school board that initiates the action normally has carried out a survey of community interest. Once the school board decides to implement an immersion program, it will need to consider administrative and organizational issues as well as to gather information on the available resources, including the funding required to guarantee the program's maintenance. This section will provide helpful information to teachers and administrators who are considering the feasibility of providing immersion programs.

SURVEYING THE COMMUNITY

It is important to determine whether there is a sufficient number of students to justify establishing an immersion program. If the school board is planning a late immersion program, a survey of the eligible students and their parents may be conducted. The task of implementing an early immersion program, either at the Grade 1 or pre-school level is somewhat more complicated. In such cases, a list of school jurisdiction supporters whose children will be of school age at the projected onset of the program may be obtained by reviewing the local census reports. Information concerning the proposed program may be sent to parents, followed by a survey

questionnaire. This questionnaire should try to discover whether parents would be interested in having their children enrolled in an immersion program. Various organizations and interested groups might be contacted to assist in the dissemination of information. Some of these agencies are listed in the section entitled LIST OF RESOURCE PERSONS AND SERVICES (Appendix F, pp. 88-91).

The information obtained through the questionnaire will not indicate only whether there is initial parental support for an immersion program but it will also assist school officials in selecting an appropriate location for the school. By plotting the residence of each interested family on a regional map, officials will find where the greatest concentration of students lies. At the same time, the members of the school board will have a clear indication of the potential enrolment for these classes. Of course, other factors may influence the choice of an appropriate location.

CHOOSING A LOCATION

The following questions are suggested to assist school board personnel in choosing an appropriate location:

- *Will there be sufficient space for the future expansion of the program within a chosen school?*
- *If a regular English stream is included in the school, will there be adequate space for the projected growth and expansion of both streams?*
- *What effect might the expansion of the immersion classes have on the regular English stream and vice versa?*
- *What effect might the dual-stream school have on the students who are learning a new language?*
- *If enrolment in immersion classes increases from year to year, can a plan be developed to accommodate the potential increase*

without jeopardizing the regular English instruction in the school?

- *If enrolment in immersion classes remains stable or decreases and enrolment in regular English classes increases, can split-grade groupings discrepancies in class-sizes be avoided?*
- *Will establishing immersion classes in a given school affect student transportation? How?*
- *If some students need to be transported to the school offering the program, are lunchroom facilities and supervisory services available?*
- *Will there be positive acceptance of the program by school personnel and by the community?*

COSTS

It is generally recognized that additional costs are involved when implementing any innovative or alternative program, be it remedial reading, special education, or a class for exceptional children. The same applies to an immersion program.[43] In the implementation stage, additional funds may be necessary to develop or assess curriculum, to transport children in urban areas, to pay for support staff and consultants, to provide professional development opportunities or to arrange student activities related to the program. Generally, greater additional expenditures are necessary for the implementation of an immersion program than for its maintenance.[44] Because books and other learning materials written in a specific language do not have as large a market in North America as do books written in English, production costs for the former are substantially higher. A school system therefore should expect to pay

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[43] See Alberta Education, A Study of Additional Costs of Second Language Instruction (Edmonton, 1979).

[44] Ibid, p. 61.

more for learning materials and library books designed for students in a language other than English.

FUNDING

Both the federal and provincial governments have provided special grants for French language programs. These grants were intended to defray the extra costs and to provide assistance to teachers for professional development activities.

The federal government, in cooperation with the provincial governments, allocated funds to

> *provide an increased opportunity for members of the majority official language group in each province or territory to acquire a knowledge of their second official language and for the minority official language group in each province or territory to be educated in their first official language.*[45]

The provincial government has also provided grants for implementing programs in languages other than English or French.

Information about financial assistance is available by writing to the Administrator, Language Services Branch, or by phoning 427-8348.

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[45] Canada. Secretary of State, The Language Programmes Branch of the Department of State (Ottawa, 1977), p. 2, mimeo.

ADMINISTRATIVE RESPONSIBILITIES

The successful implementation of an immersion program depends largely on the commitment of school board personnel and, to a greater extent, on the initiative of the principal.[46] To implement a program properly, the following conditions are necessary.

First, the **innovation** must be understood by all parties involved. In schools where an immersion program is to be implemented; it is necessary for the school administration to have a sound knowledge of the principles involved, of the objectives to be pursued, of the appropriate strategies to be used for instruction and of the realistic outcomes to be expected. This information should be clearly transmitted to the teaching staff.

A second condition is that the responsible persons have the ability and knowledge to perform the required tasks. An immersion program requires teachers able to supply continuous linguistic feedback to their students and to converse on topics that are relevant to their students. For this reason, these teachers should have a native-like command of the language and an appreciation of its culture.

The availability of learning materials is a third requirement for the success of a program. Appropriate materials specifically adapted to students receiving instruction in a language other than English are not as available as materials printed in English. Consequently, teachers may have to adapt existing learning materials to meet the needs of their students. Since teachers in regular English classrooms are not often faced with such a problem, principals should consider this factor when establishing time tables, planning professional development activities and considering

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[46] See Dianne L. Common, "Two Decades of Curriculum Innovation and So Little Change" in Education Canada, 21, No. 3 (Fall 1981), p. 43 and N. Gross et al., Implementing Organizational Innovations (New York: Basic Books, Inc., 1971), pp. 202-203.

requests from teachers for attendance at workshops or conferences. Considerations for field trips to assist students in their language development and the extra costs of learning resources may need to be faced by the principal.

Administrators should be prepared to provide for the special needs of the "immersion" teachers in the light of school board priorities. Principals, especially those in dual-stream schools where instruction in English and the target language is provided, should discuss with the entire school staff the respective needs of both programs and dispel from the onset any ideas of unequal treatment. Indeed, the particular needs of students in immersion classes may require different treatment so that all students in the school, irrespective of the language of instruction, will receive fair and just treatment.

A fourth condition for successful implementation is the capability of the existing organizational structure to accommodate the new program. According to Dianne Common, the school

> *... must be receptive to change if implementation is to be successful. A hostile or an indifferent setting will not give the necessary support to teachers. A receptive setting should provide explicit, steady, continuous, positive support for change and implementation.*[47]

Principals of dual-stream schools should ascertain that the philosophy, goals, objectives and administrative procedures of the two programs are compatible. At times, this may require adaptations to the usual functioning of the school to accommodate both programs. The following are examples of problems which principals might need to resolve regardless of the language of instruction:

> *The principal will ... face some incompatibility problems in allocating space for his immersion and regular classes, particularly*

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[47] D.L. Common, p. 47.

if his school is open. Kindergarten immersion children must tune their ears to the sounds of French as quickly as possible, and this "tuning" would be difficult if a class in English were being carried on at the other end of the double kindergarten.

In addition, the timetable may be complicated by the dual programs. If the principal has managed to afford specialist teachers for music, physical education, or remedial work, he might find that these teachers cannot handle the immersion classes, which require these specialties to serve a dwindling English program - and equally difficult to afford similar bilingual specialists to serve the immersion classes.[48]

Lastly, all concerned parties should be willing to spend extra time and effort to implement a new program. Administrators and teachers must cooperate on an ongoing basis in the identification of program goals and objectives. The following statement seems to support this notion:

Because the (development) of the leadership component (in bi-cultural programs) is generally ignored, it not only lags behind as the instructional component advances, but this lag creates a mismatch between teacher perspective and administrative viewpoint of "how the program should progress". This mismatch manifests itself in many forms, mostly in disagreement over determining appropriateness of such basics as goals, standards, time allotment, methods, staff, and instructional resources.[49]

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[48] W.R. McGillivray, "Administrative Problems of Early Immersion" in Interchange, 9, No. 4 (1978-79), p. 71.

[49] L.A. Valverde, "Instructional Leadership for Bicultural Programs, Role, Responsibilities and Relationships" in Education and Urban Society, 10, No. 3 (May 1978), p. 337.

Besides assuming his regular tasks as administrator, leader, facilitator, motivator, implementor, planner, decision-maker, and supervisor of curriculum, **the school principal must, above all, provide and maintain a supportive and encouraging environment for the immersion program in his school.**

PROGRAM MAINTENANCE

Experience shows that the first two or three years in the implementation of an immersion program are critical. School boards and parent advisory committees, if such are established, must develop ways and means to resolve problems and to address concerns as they occur. A good communication system developed by the school will serve to alleviate most parental anxieties or concerns.

As for all programs, effective teachers and parental support are instrumental in the maintenance of an immersion program. As well, school board personnel must review, assess and evaluate continually the program at various periods.

TEACHER RESPONSIBILITIES

Immersion teachers should not be knowledgeable only in all of the subject areas they teach but they must have native-like fluency in the target language as well. Administrators will find that such teachers are not plentiful because of the dramatic increase in the number of immersion classes across Canada. McGillivray points out that:

> *... finding immersion teachers is not impossible but experienced immersion teachers are still very rare birds. The principal may have a choice of either a core French teacher trained to teach*

French as a second language but lacking experience in regular classroom teaching or a francophone teacher trained for classroom work in French-language schools but with no training in second language teaching. The former will require training in the teaching of all subjects in French (and, perhaps, additional training in French) while the latter will require training in the skills of teaching in a second language. Neither type of training is readily available in the regular programs of most Canadian teacher training institutions although a few summer programs are now available and may indicate a recognition of the need.[50]

As a result, school administrators should encourage and facilitate the participation of their staff in relevant professional development activities.

Teachers should have a sound knowledge of immersion-type instruction as well as an understanding of the process of language acquisition. The nature and frequency of student-centered activities should reflect this understanding in a well-planned program.

In some immersion programs teachers are instructors, material developers, coordinators and curriculum specialists. This dispersement of teacher effort should be discouraged and alternatives found for improving instruction. Valverde states that:

... teachers, for the most part ... are given many more responsibilities which are technical and far removed from teaching. Furthermore, teachers are not trained for and have little or no time to perform such responsibilities. As a result, student and program needs go unattended or tasks are ill performed, to the detriment

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50 W.R. McGillivray, p. 71.

of the program... The teacher is not only required to instruct in two languages, but to administer, supervise, evaluate, and write curricula to a scope and level far beyond reasonable expectation.[51]

Development or adaptation of curricular materials, when needed, requires a continuous and sustained effort on the part of the teacher, a knowledge of specific subject areas and the ability to sequence related skills not only for a particular grade level but for all grades. This activity cannot be done adequately during the teacher's weekly preparation time, nor can it be done during professional development days. It is a task requiring both the time and the expertise of professionals. However, linguistically-adapted materials are being shared to a greater extent than in the past among schools and school jurisdictions. The development by Alberta Education of social studies teaching units is also providing useful curricular materials. Teachers are thus able to devote more time and effort in the planning of learning activities as opposed to the creation of learning resources.

SUPPORT STAFF

Teacher aides fluent in the language of instruction can facilitate the students' acquisition of the target language by providing another model of speech. Often aides are used for secretarial work, for marking assignments or for preparing materials, when they might also be utilized to improve the students' command of the language. For example, while the teacher conducts a learning activity with one group of children, the aide could help the less fluent students utilize the language elements taught but not yet mastered. The section on **Monitors and Teacher Aides** offers more ideas for the utilization of support staff.

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51 L.A. Valverde, p. 342.

PROGRAM OF STUDIES AND CURRICULUM GUIDES

In Alberta, there is one Program of Studies which prescribes the objectives and content of the courses approved by the Minister of Education. It also contains the list of prescribed learning resources for these courses. When the learning resources prescribed for the English program are not translated in another language, other comparable resources are prescribed or recommended if they are available. At the elementary level, editions of the Program of Studies are available in French and Ukrainian. These documents prescribe basically the same objectives and course content approved by the Minister for instruction in English, although adaptations are made to meet the linguistic and the cultural objectives of these programs. Teachers may have to adapt the sequence and pacing in the teaching of specific skills and content areas. This can facilitate the students' language acquisition and their appreciation of the cultural elements of the target language.

Curriculum guides for different subjects may be developed to offer assistance to teachers in the implementation of a program. Teachers are encouraged to study the prescribed instructional materials in light of the Program of Studies and the respective curriculum guide. Such reviews allow teachers to determine which concepts included in the resource materials need to be stressed to attain specified objectives. These prescribed resources and accompanying teacher guide become tools to facilitate learning but they should not replace the Program of Studies.

Curriculum guides to help teachers implement language arts in the target language for students in intermediate or late immersion classes have not been prepared on a provincial basis. Those teachers involved in intermediate or late immersion programs should bear in mind, when planning learning activities, that students entering these programs might not necessarily acquire certain language skills in the same sequence as did those who already know the language or even those who have completed a given number of years in immersion classes. For example, mastering noun endings in Ukrainian might be a reasonable expectation for students

who have had six years experience in the target language, but a student beginning instruction in Ukrainian in grade seven might need to acquire other skills before mastering noun endings. In other instances, the students' mastery of English language skills may facilitate their acquisition of specific skills in the target language. For such students, teachers will need to study the provincial curriculum guides to determine:

- the language skills to be mastered at each grade level;
- the required skills, mastered in the student's first language, which can be transferred to the target language;
- the required skills which can be mastered quickly by the students where no transfer occurs;
- the skills sequenced for a given grade level which cannot be mastered without first mastering skills identified in previous grades.

SELECTING OR DEVELOPING SUPPLEMENTARY RESOURCES

Schools may need to choose supplementary learning resources in addition to those listed in the Program of Studies. When planning for library collections or when developing materials to attain objectives or concepts not included in the prescribed resources, consideration of the following questions may be useful:

- What content in the Program of Studies is included in the prescribed resources?
- How will additional resources supplement the prescribed resources?
- If similar resources were used previously and are to be used in subsequent years, how will the present resources fit into the entire series? Will these resources add to those selected in

previous grades? Will they allow for continuity? Will these resources complement the prescribed resources?

- If teacher-made materials are to be considered, has a scope and sequence plan been designed to meet the intended goals?
- What information can be supplied by specialists, consultants and teachers who have used similar materials?
- Are the resources linguistically adapted to reflect the level of language mastery acquired by the students for whom they are intended?
- Do the resources focus on learning through active participation, as opposed to rote memorization?
- Are the materials based on the latest research in language acquisition and/or the subject matter?
- If the materials are translated from another language, is the level of language difficulty in the target language acceptable?
- Are the needed resources readily available from publishers?
- Are in-service sessions for teachers planned to explain the philosophy underlying the resources as well as their specific methodology?

SUPPORT SERVICES

The support and delivery of instructional programs in languages other than English can be facilitated not only through government grants but also through the utilization of provincial and community support groups and services. The use of human resources such as parent volunteers, consultants, monitors, teacher aides and appropriate services offered by nearby post-secondary institutions and agencies should be investigated. Below is a list of such groups or organizations and suggested services or activities each can perform during the implementation and maintenance stages of an immersion program. Other groups and services not mentioned in this

handbook may be found in individual communities. The potential support which these may offer to enhance programs should not be overlooked.

ALBERTA EDUCATION

Language Services Branch

In cooperation with other Branches of the Program Development Division, the Language Services Branch develops, implements and monitors policies on objectives, content and requirements of instructional programs. These policies direct the Branch in the development of a Program of Studies for students learning in the French language (Section 11 (1)(b) and (2) of the School Act and for those students learning in languages other than English or French, Section 11 (1)(c) and (2). In addition, the Branch assumes the same responsibilities for students in other second language programs including English as a second language. Subsequent activities include the development and production of curricular documents intended to assist teachers in the implementation of instruction as well as the selection, and when necessary, the development and/or production of student learning resources.

In addition, the Branch assumes responsibility for providing leadership in initiating the development of policies and procedures for facilitating and coordinating accessibility to these programs.

Regional Office Consultants

Alberta Education consultants for instruction in languages other than English can provide assistance in disseminating information about immersion teaching. They will provide consultative services to administrators, local consultants and school staff

on instructional strategies, and they will help in the implementation stage of new provincial curricula. The following assistance is available from the consultants located in the regional offices of Alberta Education:

- interpret for administrators and parents government regulations concerning instruction in languages other than English;
- evaluate at the request of school systems the quality and effectiveness of immersion programs;
- explain the objectives of immersion programs and offer suggestions on the best ways to meet them;
- ensure that provincial statutes and regulations concerning Section 159 of the School Act are complied with;
- provide teachers with useful teaching tools and strategies when no local consultant is available;
- conduct or facilitate in-service sessions for teachers and administrators in various subject areas;
- ensure that authorized materials and courses of study are used in schools operating programs under Section 159 of the School Act;
- inspect and recommend teachers for permanent certification and carry out other teacher inspections as requested;
- conduct surveys and review situations and problems encountered in the delivery of immersion programs;
- provide assistance to the **Language Services Branch** in the development of resource materials for instruction in languages other than English;
- distribute relevant information to school jurisdictions, personnel and teachers;
- advise teachers and administrators on ways of improving instruction;
- assist new teachers and administrators in defining their roles;
- assist the public in securing information regarding the organization, maintenance, evaluation and administration of instructional programs in languages other than English;

- act as a liaison between local and provincial education authorities.

Resource Centres and Institutes

School officials can inquire if local resource centres are available to assist them in identifying and selecting learning resources. On a provincial level, the CENTRE DE DOCUMENTATION PEDAGOGIQUE for instruction in French and the UKRAINIAN LANGUAGE RESOURCE CENTRE for instruction in Ukrainian render innumerable services to teachers and administrators. Upon request, and **according to policies and procedures of each individual centre**, schools **may be able** to avail themselves of some of the following services;

- assistance in choosing appropriate curricular material in accordance with the approved courses of study;
- assistance in selecting appropriate supplementary teaching materials;
- assistance in selecting suitable books and materials for school libraries;
- information on newly published books and materials;
- evaluation by resource centre personnel of existing school libraries to update and acquire new materials meeting the needs of the language program;
- suggestions on the utilization of selected materials for language enrichment in various subjects;
- personal examination of children's books, films, records, learning materials, magazines and reference materials;
- advice and consultation on developing locally-prepared materials;
- examination of teacher-prepared materials.

Post-Secondary Institutions

Local universities and colleges may offer courses which can be of valuable assistance to school personnel in the implementation of immersion programs. School officials should inquire as to whether their local or nearby post-secondary institutions:

- offer courses in the target language for interested parents;
- offer professional development courses for teachers in programs offering instruction in languages other than English;
- have a list of graduates fluent in the target language and qualified to teach or assist in immersion classes;
- offer courses such as bilingual secretarial courses and bilingual teacher degree courses in which graduates of immersion programs can enroll;
- offer practicum programs for their bilingual education students;
- can meet other needs of the school.

In Alberta, Faculté Saint-Jean (University of Alberta) offers a full-time B. Ed. degree program as well as summer and evening courses intended for French immersion teachers.

The Canadian Institute of Ukrainian Studies has also arranged for professional development courses to assist teachers of Ukrainian.

Second Language Consultants

Some Alberta school boards retain the services of language consultants, specialists or coordinators who assist in the implementation and evaluation of language programs. Such persons provide some or all of the following services:

- explain the provincial Program of Studies and relevant curriculum guides to teachers;
- help teachers set goals and establish objectives in accordance with the Program of Studies;
- provide information to interested publics;
- conduct surveys and review programs;
- assist new teachers and administrators in defining their respective roles;
- provide on-going feedback to new teachers;
- provide information on useful teaching tools and strategies;
- help teachers choose and prepare materials;
- plan and arrange for professional development days;
- edit newsletters on activities conducted in immersion classes;
- provide liaison among teachers, principals, central office administrators and parents.

Monitors and Teacher Aides

Under the SECOND LANGUAGE MONITOR PROGRAM funded by the federal government for speakers of either of Canada's two official languages, fluent speakers of French provide assistance to teachers with the conversational aspects of the language. These monitors are normally registered in university degree programs.

Second language students at the high school level could provide similar assistance in immersion classrooms. Elementary and junior high school principals might inquire if their local high school offers **Special Project 10-20-30** courses. If so, these students could register in such a course and assist immersion teachers. Following are some suggestions for utilizing student monitors, but each school should verify whether these suggestions are in accordance with school board policies and procedures. Student monitors or teacher aides could assist teachers in:

- planning and conducting playground activities in the target language;
- enriching children's oral skills in the target language;
- assisting the teacher in group activities;
- helping in remedial or enrichment activities;
- providing individual help to students in language development;
- preparing materials;
- conducting song and game sessions in the target language.

Parent and Ethnic Organizations

Parent volunteer groups exist in many parts of the province and they can assist the school in ensuring the success of an immersion program. **Canadian Parents for French (C.P.F.)** is a volunteer organization operating on the national, provincial, and local level. The major aim of this organization is "to establish and maintain effective communication between interested parents and educational and government authorities concerned with the provision of French-language learning opportunities".[52] Locally, it can provide administrators with research data about immersion programs in French and give suggestions regarding parent and community activities for supporting immersion programs.

Organizations such as the **Ukrainian Bilingual Language Association (U.B.L.A.),** and l'**Association canadienne-française de l'Alberta (A.C.F.A.)** among others, can assist parents and educators to initiate or enhance immersion programs. A list of such organizations is found in Appendix F (pp. 88-91).

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52 Janet Poyen, So You Want Your Child To Learn French (Ottawa: Canadian Parents for French, 1977), p. 145.

Local organizations established to promote language and culture in immersion classes might assist parents and educators by:

- offering various programs for adults and children to supplement the experience gained in school;
- organizing summer camps in the target language for linguistic and cultural enrichment;
- promoting social activities in the target language;
- supplying additional funds to promote cultural activities;
- making representation to governments to promote and enhance education in a language other than English;
- carrying out good public relations activities for school administrators, teachers, parents and others interested in promoting instruction in a language other than English;
- organizing parent advisory committees.

Professional Educational Organizations

Some organizations are educational in nature such as the specialist councils of the Alberta Teachers' Association. The **Modern Language Council** and **Le Conseil Français** help teachers improve their teaching skills and enrich their knowledge of pertinent aspects of teaching in a language other than English. Participation in annual conferences of these specialist groups is encouraged. As members, teachers can receive valuable pedagogical information through the newsletters and other documents published by practicing educators.

L'Association des éducateurs bilingues de l'Alberta is active in encouraging students in French language programs. This association organizes regional public speaking competitions and a provincial literary contest every year.

At the national level, the **Canadian Association of Immersion Teachers** provides a medium for the exchange of ideas and teaching techniques across Canada. It disseminates research on immersion education and provides a forum for administrators to discuss related problems. It also encourages provincial and interprovincial visits as well as teacher, pupil and materials exchanges.

Parent Volunteers

Whether as members of an organization or as interested individuals, parents of students in immersion programs can participate in activities to enhance the education of their children as readily as those parents who have students in regular English classes. Lack of knowledge of the target language should not prevent parents from offering assistance in the classroom. Some activities in which parent volunteers often participate include:

- becoming members of Parent Advisory Committees;
- preparing teaching materials;
- updating records and files;
- preparing picture files for vocabulary development;
- assisting in discussing and resolving transportation issues;
- organizing and participating in field trips;
- reading English stories to children;
- helping with the English language arts component of the program;
- helping raise supplementary funds for various activities;
- helping with extra-curricular and intra-mural activities which expose children to the culture of this language;
- assisting school librarians.

If fluent in the language, parents are able to:

- help the teacher provide enrichment activities in the language;
- translate information brochures for other parents.

SCREENING

The rapid increase in the demand for immersion programs and the consequent lack of facilities and resources to accommodate students has often prompted school administrators to screen applicants. Researchers have not yet reached firm conclusions about those characteristics required for academic success in immersion programs. If screening, administrators are cautioned in their choice of criteria since some can be subjective or based on incomplete information.

In practice, low achievers are often excluded from immersion classes while high achievers or children of average to above average intelligence are accepted. Using the intelligence or achievement variable to place students in immersion programs adds credibility to the idea that such programs are for the elite. It should be noted that researchers are not yet agreed as to the criteria that can be used confidently and systematically to determine whether certain students are more suited than others for learning through the medium of a new language. In fact, there is data to indicate that below average students are not hindered in either native-language development or in academic achievement when they receive instruction in a new language. These data are consistent for both early immersion and late immersion students.[53]

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[53] F. Genesee, "Scholastic Effects of French Immersion: An Overview After Ten Years" in Interchange, 9, No. 4 (1978-79), p. 27.

Generally speaking, students who are considered mature enough to begin a grade one program can learn in a language other than English. Perhaps the only children who should be excluded are those whose parents are not supportive of immersion since parental encouragement and support is deemed very important.

As teachers become more proficient in responding to the needs of individual children, as they understand and implement sound methodology for immersion instruction, as more specialized services are provided in the target language, screening, where it is used, may no longer be necessary. For further discussion on this topic see the preceding section entitled **Suitability of the Immersion Approach for Learning-Disabled Children,** pp. 9-12.

LATE ENTRIES

Sufficient competence in the target language is important for students to master content material and to "benefit fully from regular course instruction".[54] For this reason, accepting students at various levels of the immersion program should depend on the students' motivation, their prior fluency in the target language and on the ability of the teacher to meet their needs. The nature of the services available within a school to help the students attain a similar degree of fluency as their peers is another factor to consider when placing students in immersion programs at a later age. Each case should be studied individually. However, the responsibility for adapting the curriculum to the needs and the capabilities of the child must rest with the school. The child should not be expected to develop the fluency required on his own.

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[54] Genesee, p. 27.

TESTING

Testing the achievement of students who are learning in languages other than English is relatively new and still under development. Educators will find that appropriate evaluation instruments are not as readily available as for instruction in English. Although French translations of certain tests exist, the level of linguistic competence required to undertake the test may be too difficult for students still learning the language. In such cases, the errors may well indicate a lack of linguistic competence rather than problems of a conceptual or cognitive nature. It is possible also that the test directions may not be understood.

The use of standardized tests for students in immersion classes needs to be monitored carefully. Because the Program of Study differs from province to province and its implementation differs from school to school, it becomes difficult to obtain representative samples for establishing norms.[55] Until more uniformity in curriculum, objectives, materials and time alloted to instruction in the target language is established across programs, comparing a student's performance to that of a control group will remain problematic and inconclusive.

Helpful data can be obtained on student achievement by using criterion-referenced tests based on the content of the program. These tests can be used for assessing achievement or for diagnostic purposes. Such tests provide relevant information about the students and not only to group them. This information can be used to improve the learning or teaching process and as such is more useful to teachers than norm-referenced tests.[56]

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[55] Brenda S. Engel, "A Sensible Alternative to Standardized Reading Tests" in Learning, 7, No. 3 (November 1978), p. 95.

[56] For further discussion on alternative ways of testing, see S. Carey, The Evaluation of French Program Students in Alberta (Edmonton: Alberta Education, 1980).

RESOURCE ROOMS

Teachers and administrators involved with immersion programs are concerned about the availability of various services for students in these classes. For instance, they have shown interest in establishing resource rooms for those students requiring extra assistance to meet the program objectives.

Traditionally, resource rooms were planned to meet the needs of those students experiencing difficulties in learning. Often, these students cannot learn like the majority of their classmates. In a resource room, these "learning-disabled" students are provided additional assistance when they experience special difficulties. Activities which emphasize the learning style of individuals are important. For example, a student who cannot recall auditory stimuli will not be drilled on phonic analysis but rather will be given sight words to memorize, if this is helpful to better reading.

To refer students to a resource room, it is imperative that difficulties be diagnosed properly and that individual learning styles be ascertained. In this way, adequate remedial activities can be planned and implemented by the resource room teacher. However, resource room teachers should not be considered tutors nor remedial reading instructors. Rather, they are there to assist the students with learning problems and to correct any interference with learning.[57]

Caution should be exercised in deciding whether a student really has innate learning problems or whether he is simply experiencing a lag in language acquisition. It has been mentioned previously that at an early stage of learning a new language, students often experience a lag of two to seven months (see page 23) between the time a language structure is heard for the first time and the time it is used

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[57] Wineva Grzynkowiez, Basic Education for Children with Learning Disabilities (Springfield, Illinois: Charles C. Thomas, 1979), p. 159.

spontaneously. Students might not immediately comprehend what is being said or taught on the basis of this data. Such students are by no means resource room subjects. They simply need a longer time to assimilate the new language. These students might need more "hands-on" activities and more time to assimilate the language.

The same principles apply to students who learn at a slower pace. If teaching in the classroom is organized around the needs and interests of the students, as suggested in Part II of this handbook, the difficulties often encountered by slower students could be resolved by having teachers use appropriate activities and student groupings. The teachers would then realize that slow-learners will usually take the same amount of time to assimilate information in a resource room. Consequently they would find it unwise to place such students in a resource room. By remaining with the regular teacher, those students would not miss the presentation of new content. They also could participate in the different activities needed to learn thoroughly.

In summary, the problems of students referred to the resource room should be adequately diagnosed by the teacher and the resource room specialist working together. The activities provided in the resource room should be integrated with those carried on in the classroom. The resource room should not be a place for unmotivated students, slow-learners or those having behavioural problems. It should serve the needs of those students who can and want to learn but who are experiencing difficulties. Although adequate diagnostic instruments still need to be developed to identify students experiencing difficulty learning in a new language, a list of diagnostic instruments which might be helpful for diagnosing deficiencies is found in Appendix E (pp. 80-87). These tests were selected because of their high reliability and validity characteristics.

The following documents list numerous articles and books some of which served as reference materials in writing this handbook. Most recent works used are mentioned in the footnotes. The reader will find substantial documentation in these annotated bibliographies.

Canadian Parents for French. A Bibliography of Articles and Books on Bilingualism in Education. Ottawa: Canadian Parents for French, 1980.

RILEY, B and L. LEE. French and Second Language Education: An Annotated Bibliography. Winnipeg: Department of Education, 1980.

APPENDIX A

1981-1982 Student Enrollment - Section 159

Grade:	E.C.S.	1	2	3	4	5	6	7	8	9	10	11	12	Total
Instruction in French: Early Total and Partial Late Total and Partial	2,511	2,402	1,841	1,481	1,178	869	785	695	505	379	223	153	109	13,131
Instruction in Ukrainian: Early Partial Late Partial	159	230	155	148	122	103	96	53	65	0	0	0	0	1,131
Instruction in Hebrew: Early Partial	**	112	109	94	91	83	74	40	39	41	0	0	0	683
Instruction in German: Early Partial	13	38	38	27	0	0	0	0	0	0	0	0	0	110
Instruction in Yiddish:	**	18	14	14	9	15	12	0	0	0	0	0	0	82
Instruction in Chinese:	33	0	0	0	0	0	0	0	0	0	0	0	0	33
Instruction in Arabic: Early Total	40	0	0	0	0	0	0	0	0	0	0	0	0	40
Total	2,756	2,800	2,157	1,764	1,400	1,070	967	788	609	420	223	153	109	15,216

* excluding DND schools

1981-82 SCHOOL YEAR

STUDENT ENROLLMENT IN SUBJECTS TAUGHT IN FRENCH

DISCIPLINES	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
LANGUAGE ARTS	2402	1841	1481	1178	869	785	695	505	379	267	200	134	10,736
SOCIAL STUDIES	2393	1841	1470	1178	869	785	695	505	379	201	137	72	10,525
MATHEMATICS	2421	1831	1492	1159	854	750	677	444	320	143	0	0	10,091
SCIENCE	2370	1794	1334	1062	760	655	659	470	329	0	0	0	9,433
ART	2303	1735	1359	1067	722	640	108	33	37	14	7	4	8,029
MUSIC	1998	1414	1077	828	639	580	127	50	44	0	0	0	6,757
HEALTH	2276	1704	1314	897	668	580	32	28	16				7,515
PHYSICAL EDUCATION	2217	1658	1288	963	688	652	275	201	138	125	57	25	8,287
HANDWRITING	1866	1353	1128	739	557	513				0	0	0	6,156
GUIDANCE	0	0					38	27	0				65
BIOLOGY										80	70	0	150
CHEMISTRY										66	56	36	158
PHYSICS													0
RELIGIOUS STUDIES	612	558	402	378	346	358	281	236	213	168	102	101	3,755
LITERATURE													
ACCOUNTING											18	14	32
HOME ECONOMICS								72	36	13	6	0	127
INDUSTRIAL ART								51	32	23	9	3	118
PSYCHOLOGY 20											28		28
SOCIOLOGY 20											33		33
TYPEWRITING										114	27	10	151
DRAMA							64	29	61	21	7	9	191

APPENDIX B

School Act

being Chapter S-3 of the Revised Statutes of Alberta 1980
with amendments up to and including June 2, 1981

Language Instruction

159 (1) A board may authorize

(a) that French be used as a language of instruction, or

(b) that any other language be used as a language of instruction in addition to the English language, in all or any of its schools.

(2) A board authorizing French or any other language as a language of instruction shall comply with the regulations of the Minister.

(3) Notwithstanding section 80, a board, subject to the regulations of the Minister, may employ one or more competent persons to give instruction in French or any other language to all pupils whose parents have signified a willingness that they should receive it.

(4) The course of instruction must not supersede or in any way interfere with the instruction required by the regulations of the Minister and by this Act.

RSA 1970, c329, s150; 1971, c100, s18.

APPENDIX C

SUBJECT-TIME ALLOCATION
RECOMMENDED BY THE CURRICULUM POLICIES BOARD

February 10, 1981

GRADES 1 AND 2

Subject	Percentage	Minutes
Language Arts	35%	525
Mathematics	13%	200
Science	5%	75
Social Studies	7%	100
Fine Arts (Art and Music)	10%	150
Health and Physical Education	10%	150
Undefined	20%	300

GRADES 3 - 6

Language Arts	30%	450
Mathematics	13%	200
Science	7%	100
Social Studies	10%	150
Fine Arts (Art and Music)	10%	150
Health and Physical Education	10%	150
Undefined	20%	300

SPECIAL NOTE I: These minimums apply to those schools where religious education and/or second language instruction is offered. It is anticipated that the amount of time available for religious instruction and/or second language instruction will be drawn from the undefined time.

SPECIAL NOTE II: Where the language of instruction is other than English, these times apply.

It should be noted that in those jurisdictions where French is the language of instruction the Regulations require 300 minutes of English per week from Grades 3 to 6. If those schools choose to offer religious instruction there will be 300 minutes for each of French and English language arts but the options will be curtailed.

APPENDIX D

THE GOALS OF BASIC EDUCATION FOR ALBERTA

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

(1) They identify the distinctive role of the school and its contribution to the total education of youth;
(2) They provide purpose and direction to curriculum planning, implementation and evaluation;
(3) They enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustment of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is to direct education for Grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education - the learning which occurs in school influences and is influenced by what is learned outside the school.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught, and evaluated on the basis of these specific goals in order that students will be provided with the opportunities and means to:

- Develop competencies in reading, writing, speaking, listening and viewing.
- Acquire basic knowledge and develop skills and attitudes suitable for the appropriate application of knowledge in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national, and international emphases in each.
- Develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner.
- Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental, and social well-being.
- Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.
- Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student capabilities and motivation as well as on support from the home and the community. Completion of diploma requirements is expected to provide the graduate with basic

preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various institutions affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will encourage the development of:

- intellectual curiosity and a desire for lifelong learning.
- the ability to get along with people of varying backgrounds, beliefs and lifestyles without sacrificing personal ideals and values.
- a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
- self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
- an appreciation for tradition and the ability to understand and respond constructively to change as it occurs in personal life and in society.
- skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
- an appreciation for the role of the family in society.
- an interest in cultural and recreational pursuits.
- a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
- a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play, and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual to fulfill personal aspirations while making a positive contribution to society.

APPENDIX E

SUGGESTED DIAGNOSTIC INSTRUMENTS FOR THE LANGUAGE AND LEARNING-DISABLED

The following list of tests is by no means an exhaustive one. They are among the more popularly used instruments. Where possible, the price is listed, although this may not be the correct cost. It is difficult to estimate time for administration. In many instances, the tests require more than one hour and these are designated as "lengthy".

VISUAL PERCEPTUAL TESTS

Beery-Buktenica Developmental Test of Visual Motor Integration (VMI)

Follett Publishing Company
1010 W. Washington Blvd.
Chicago, Illinois 60680

time - 20 minutes
age - 2-15 years

Measures the degree to which visual perception and motor behavior are integrated. Contains 24 items consisting of pairs of boxes with geometric forms which the child must reproduce. Short form available age 2-8, 15 geometric shapes. Worksheets available for remedial study, based on the geometric forms.

Frostig Developmental Test of Visual Perception

Consulting Psychologists Press
577 College Avenue
Palo Alto, Cal. 94306

time - 30 minutes
age - 4-8 years

Administered to small groups and individuals. Identifies disabilities of specific visual perceptual functions via five subtests: I-eye motor coordination, II-figure ground, III-constancy of shape, IV-position in space, V-spatial relations.

AUDITORY PERCEPTUAL TESTS

Wepman Auditory Discrimination Test

Language Research Associates, Inc.
175 E. Delaware Place
Chicago, Ill, 60611

time - 5 minutes
age - 5 years to adult

Individual test to determine fine discrimination abilities. Consists of 40 word pairs, similar in length. Pairs are either identical or differing in one phonem. Child must understand concept of same/different before administration is reliable. (Forms A & B)

Goldman-Fristoe-Woodcock Test of Auditory Discrimination

American Guidance Service, Inc.
Publishers Building
Circle Pines, Minn. 55014

time - 15 minutes
age - 4 years and above

An individual test of ability to discriminate speech sounds in one syllable words in the presence of controlled noise and quiet conditions. Training procedure is included. Test format consists of a series of plates each containing four drawings. Subject responds by pointing to one of the four pictures. Pre-recorded tapes facilitate the standardized presentation of the stimulus words.

Kindergarten Auditory Screening Test (KAST)

Follett Education Corp.
1010 W. Washington
Chicago, Ill. 60611

time - 20 minutes
age - 4-6 years

Produced by a record or tape. Three subtests attempt to break down the audition process into (1) speech in environmental noise, (2) sound blending, (3) same and

different auditory discrimination of word matched to abstract visual clue depicting same and different geometric forms. For group screening purposes.

Goldman-Fristoe-Woodcock Auditory Skills Test Battery

American Guidance Service, Inc.
Publishers Building
Circle Pines, Minn. 55014

time - 10-15 minutes/test, 12 tests
age - 3 to adult

A comprehensive battery of tests designed for diagnostic assessment of auditory skills. Contains 12 tests in five areas of auditory functioning. These include: auditory attention, discrimination, memory, and sound/symbol tests.

Lindamood Auditory Conceptualization Test

Teaching Resources Center
100 Boylston Street
Boston, Mass. 02166

time - 20 minutes
age - kgn to 12th grade

Designed to measure auditory perceptual abilities in two areas: (1) ability to discriminate one speech sound from another, and (2) ability to perceive the number and order of sounds in sequences, both sequences of isolated speech sounds and sounds in syllables. Student is required to manipulate colored blocks to represent the speech pattern given by examiner.

Test of Nonverbal Auditory Discrimination (TENVAD)

Follett Publishing Corp.
1010 W. Washington
Chicago, Ill. 60611

time - 15-20 minutes
age - primary grades 1-3, ages 6, 7, 8

Identifies primary grade children with auditory perceptual problems. Areas assessed are pitch, loudness, rhythm, duration and timbre. Can be group administered.

PSYCHOLINGUISTIC TESTS

Illinois Test of Psycholinguistic Abilities

University of Illinois Press
Urbana, Illinois 61801

time - lengthy
age - 2 1/2 - 10 years

Comprehensive test of psycholinguistic abilities. Areas assessed are: Auditory Reception, Visual Reception, Auditory Association, Visual Association, Verbal Expression, Manual Expression, Grammatic Closure, Visual Closure, Auditory Sequencing, Visual Sequencing, Auditory Closure, Sound Blending. Remediation program based on test profile available.

Detroit Test of Learning Aptitude

Bobbs-Merrill Co.
4300 W. 62 Street
Indianapolis, Indiana 46248

time - lengthy
age - 3-18 years

This battery consists of 19 subtests usable from ages 3 - adult. Test measures reasoning and comprehension, practical judgment, verbal ability, time and space relationships, and number, auditory attentive, visual attentive, and motor ability. Each subtest yields a mental age and the median mental age from the 10 or more tests chosen to be administered is used as the final result.

Utah Test of Language Development

Communication Research Associates
P.O. Box 11012
Salt Lake City, Utah

time - 30 minutes/section, 2 sections
age - 1-15 years

Direct screening test in receptive and expressive language. Test items are taken from several other standardized instruments. Visual, motor, and conceptual tasks are included. Informal interview section is an extension of the communication section of the Vineland Scale.

Slingerland Screening Test for Identifying Children with Specific Language Disability

Educators Publishers Service, Inc.
75 Moulton Street
Cambridge, Mass. 02138

time - lengthy
age - grades 1-6

Assesses language problems which may interfere with the development of basic skills in reading, writing and spelling. Tests consist of three sets of screening instruments, each consisting of 9 subtests (8 for group administration, 1 for individual). Subtests include copying, memory, visual perception, matching, motor performance, auditory perception, auditory memory and auditory discrimination.

Peabody Picture Vocabulary Test (PPVT)

American Guidance Service
Publishers Building
Circle Pines, Minn. 55014

time - 20 minutes
age - 2 1/2 to 18 years

Measures single word receptive vocabulary. Child points to the picture (1 of 4) which best represents stimuli word spoken by examiner. 2 Forms available.

Carrow Test of Auditory Comprehension of Language (TACL)

Learning Concepts
2501 North Lamar
Austin, Texas 78705

time - 30 minutes
age - 3-7 years

Screening instrument of receptive abilities of varying linguistic structures. Consists of 101 visual plates. Child points to visual clue (1 of 3) best depicting verbal stimuli. Increases in complexity from simple syntactic forms to more difficult. Also available in Spanish edition. A screening version is available for group administration to identify those children needing further in depth testing with complete TACL.

Northwestern Syntax Screening Test (NSST)

Northwestern University Press
Evanston, Ill.

time - 20 minutes
age - 3-8 years

Measures receptive and expressive use of syntactic forms. Receptive portion consists of 20 pairs sentences to be identified via response to stimulus pictures. Expressive portion consists of 20 pairs of sentences to be repeated by child in response to picture presentation.

Assessment of Children's Language Comprehension (ACLC)

Consulting Psychologists Press
577 College Avenue
Palo Alto, Cal. 94306

time - 15 minutes
age - 3-6 years

Receptive language test for young children. Consists of 40 plates and uses a core vocabulary which increases in complexity from single elements to sentences with four different lexical items. Multiple-choice picture presentation.

Carrow Elicited Language Inventory (CELI)

Learning Concepts
2501 N. Lamar
Austin, Texas 78705

time - 10 minutes to administer, 30 minutes to score
age - 3-8 years

Diagnostic procedure for obtaining performance data on the child's grammatical system. Individual administration only. Yields total error score and subscores for 12 grammatical categories and five error types. This instrument is based on the technique of eliciting imitation of a sequence of sentences that have been systematically developed to include basic sentence construction, types and specific grammatical morphemes. Consists of 52 stimuli which include 51 sentences and one phrase ranging from 2 to 10 words in length. Requires a tape recording of child's imitations.

Boehm Test of Basic Concepts

Psychological Corp.
304 E. 45 Street
New York, N.Y.

time - 20 minutes
age - kgn - grade 2

Used to determine mastery of basic concepts in children. Consists of 50 pictorial items arranged in approximate order of increasing difficulty. Child is requested to mark picture which describes concept. Categories include spatial, quantitative and temporal concepts. Group administration.

Basic Concept Inventory

Follett Educational Corp.
P.O. Box 5705
1010 West Washington Blvd.
Chicago, Ill 60607

time - 45 minutes
age - 3 to 8

Picture cards are used to assess concepts such as "not" "more than" and "big". The inventory reportedly allows the establishment of a basal level of function in various conceptual areas, thus enabling objectives of training to be formulated.

Vocabulary Comprehension Scale

Learning Concepts
2501 N. Lamar
Austin, Texas 78705

age - 2-6 years

Sixty-one stimuli divided into four game-like activities. Oral stimuli are given, child must respond by manipulating the appropriate item according to the direction. Provides information about the child's comprehension of pronouns, words or position, quality, quantity and size. Individual administration. Normative data are included.

Porch Index of Communicative Ability in Children (PICAC)

Consulting Psychologists Press
577 College Avenue
Palo Alto, Cal. 94306

Time - lengthy
age - 4-11 years

Basic battery of 16 subtests for children functioning at Kindergarten level or below. Advanced battery of 20 tests for those functioning at grade levels 1-6. This is the children's version of the PICA used for adult aphasics. Currently in experimental use while normative date is being collected.

APPENDIX F

List of Resource Persons and Support Services

ALBERTA EDUCATION

Language Services Branch
Alberta Education
Devonian Building
11160 Jasper Avenue
EDMONTON, Alberta
T5K 0L2

Service	Contact Person	Telephone (403)
Language Legislation	Director or Associate Director	427-2979
Funding, Bursaries	Administrator	427-8348
French Language Curricular Materials	Curricular Assistant (French)	427-7369
Ukrainian Language Curricular Materials	Curricular Assistant (Ukrainian)	427-7233
Ukrainian Learning Resources	Learning Resources Officer (Ukrainian)	427-2940
French Learning Resources	Learning Resources Officer (French)	427-2940
German Curricular Materials	German Consultant	427-9493

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Edmonton Regional Office
Alberta Education
10053 - 111 Street
EDMONTON, Alberta
T5K 2H8

Consultants	Instruction in French Instruction in Languages Other than English	427-2952

Student Evaluation Branch
Alberta Education
4th Floor - Harley Court
10045 - 111 Street
EDMONTON, Alberta
T5K 1K4

Testing	Director	427-5417

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Student Finance Board
Second Language Programmes
Devonian Bldg. - East Tower 7th Floor
11160 Jasper Avenue
EDMONTON, Alberta
T5K 0L2

Student, Teacher Bursaries Second Language Monitors	Coordinator	427-2699

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RESOURCE CENTRES

Centre de documentation pédagogique
Faculté Saint-Jean
8406 - 91 Street
EDMONTON, Alberta
T6C 4G9
(403) 466-8350

Ukrainian Language Resource Centre
Canadian Institute of Ukrainian Studies
University of Alberta
89 Avenue and 114 Street
EDMONTON, Alberta
(403) 432-2904

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ASSOCIATIONS

ASSOCIATION CANADIENNE-FRANÇAISE DE L'ALBERTA
Room 203
10008 - 109 Street
EDMONTON, Alberta
T5J 1M4
(403) 423-1680

CANADIAN ISLAMIC CENTER
13070 - 113 Street
EDMONTON, Alberta
T5E 5A8
(403) 451-6694

CHINESE COMMUNITY SERVICE CENTER	9654 Jasper Avenue EDMONTON, Alberta T5H 3V5 (403) 429-3111
UKRAINIAN CANADIAN COMMITTEE PROVINCIAL COUNCIL	Mr. Celestin Suchowersky 13709 - 102A Avenue EDMONTON, Alberta T5N 0P2
UKRAINIAN CANADIAN COMMITTEE EDMONTON REGION	The President Suite 202, 10852 - 97 Street EDMONTON, Alberta T5M 2M5
UKRAINIAN BILINGUAL ASSOCIATION	Mr. Eugene Kushnir 17326 - 111A Street EDMONTON, Alberta T5X 3K2
UKRAINIAN CANADIAN PROFESSIONAL AND BUSINESS CLUB	Mr. Bohdan Shulakevych 16107 - 78 Avenue EDMONTON, Alberta T5R 3E5
UKRAINIAN BILINGUAL IMMERSION PROGRAMME	Mr. Eugene Ewanyshyn c/o Edmonton Catholic School Board 9807 - 106 Street EDMONTON, Alberta T5K 1C2 (403) 422-6376
	Mrs. Patricia Sembaliuk c/o Edmonton Public School Board 10010 - 107 A Avenue EDMONTON, Alberta T5J 3L8 (403) 429-8000

CANADIAN INSTITUTE OF UKRAINIAN STUDIES

Dr. Manoly Lupul
c/o 352 Athabasca Hall
University of Alberta
EDMONTON, Alberta
T6C 2E8
(403) 432-2972